

# 2016-2018 BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy – the Next Generation of Early College High Schools

<b>Program authority:</b>	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	February 1, 2017, to May 30, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, November 1, 2016	
<b>Submittal information:</b>	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:  Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Lauren Dwiggin, <a href="mailto:lauren.dwiggin@tea.texas.gov">lauren.dwiggin@tea.texas.gov</a> ; (512) 463-9581	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Houston Community College	Harris		
Vendor ID #	ESC Region #		DUNS #
17417009152	4		74162462
Mailing address	City	State	ZIP Code
3100 Main Street	Houston	TX	77002-9330

### Primary Contact

First name	M.I.	Last name	Title
Janice		Jacques	Director, Resource Development/Grants
Telephone #	Email address		FAX #
713-718-5466	<a href="mailto:janice.jacques@hccs.edu">janice.jacques@hccs.edu</a>		713-718-5221

### Secondary Contact

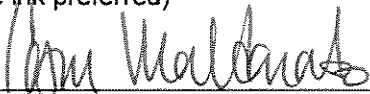
First name	M.I.	Last name	Title
Catherine		O'Brien	Associate Vice Chancellor, College Readiness
Telephone #	Email address		FAX #
713-718-2383	<a href="mailto:catherine.obrien2@hccs.edu">catherine.obrien2@hccs.edu</a>		713-718-5018

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Cesar		Maldonado, Ph.D., P.E.	Chancellor
Telephone #	Email address		FAX #
713-718-5059	<a href="mailto:cesar.maldonado@hccs.edu">cesar.maldonado@hccs.edu</a>		713-718-2232
Signature (blue ink preferred)			Date signed



*Only the legally responsible party may sign this application.*

701-16-108-025

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

**Schedule #1—General Information**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> <li>a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director</li> <li>b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison</li> <li>c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> <li>d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> </ul>
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam, Texas Success Initiative (TSI) Assessment to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The proposed Biotechnology and Life Sciences Innovation Academy will enhance the existing Early College High School (ECHS) program at Raul Yzaguirre's School for Success (RYSS) by adding a degree sequence with a defined pathway into the health sciences discipline and a much needed bridge between academic education and real-world experience. The City of Houston houses some of the largest medical centers in the country. The employment opportunities linked to this facility are widespread, but most of the city's youngest residents do not feel they are capable of obtaining a job in the complex. One of the most effective ways to overcome the obstacles faced by students is to facilitate efficient pathways that ensure that students have the right information about their potential educational and career choices. The goal of the Biotechnology and Life Sciences Innovation Academy is to give students the support needed for academic success and to expose them to the various employment options through hands-on career immersion opportunities. This goal is directly aligned with HCC's mission and success at providing a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in diverse communities for life and work in a global and technological society.

Uncertainty about future educational and career opportunities is present among youth that are economically disadvantaged or at risk of not finishing high school. The Hispanic students at the Raul Yzaguirre's School for Success (RYSS) could easily fall into this group of young residents. Over 96% of RYSS students are economically disadvantaged and 26.2% are classified as "at-risk". While the existing Early College High School program at RYSS is making strides to provide their students with the academic tools needed to overcome these disadvantages, more needs to be done to fully prepare them for the future. Through the support of the industry partners associated with RYSS (Baylor College of Medicine, UT MD Anderson, NASA, and the City of Houston Health Department), students will receive exposure to a variety of on-the-job experiences in the health care industry to help them make informed educational and career decisions in the future. These industry partners are excited to help bridge these important gaps and have demonstrated their support for this program by offering financial support that is significantly higher the ECHS grant's required amount of in-kind contributions.

The Biotechnology and Life Sciences Innovation Academy will feature a cohort of 25 students per grade level, who will be recruited—with support from HCC, RYSS, and the industry partners—from the school's existing middle school population, as well as from outside public and private educational entities. RYSS administrators will review each 9<sup>th</sup> grader's academic records to better understand his/her needs entering high school. The RYSS administration also will review each student file to determine if that individual has any learning disabilities or accommodation needs that must be addressed. The aforementioned findings will help the program Leadership Team to develop a comprehensive student profile that will assist in providing the appropriate interventions in the areas of reading, writing, and mathematics. The student's grade point average will be reviewed at the end of each semester to make sure they are succeeding in their high school coursework, and Texas Success Initiative (TSI) Coaches will develop targeted interventions to ensure students meet college readiness requirements no later than the beginning of the 10th grade.

The dual credit pathway for students in the Biotechnology and Life Sciences Innovation Academy will be a sequence of courses aligned with HCC's Associate of Arts degree. This degree plan will include a significant concentration of Biology courses (e.g., Anatomy and Physiology I and II, Microbiology, and Nutrition) that will meet the prerequisites for the nursing programs at Prairie View A&M, Texas Women's University, the University of Texas-Health, and the University of Texas Medical Branch. Upon completion of these courses, students will be able to transition into upper level nursing courses at the aforementioned four-year institutions, thus accelerating their pathway to a Bachelor's Degree in Nursing. To facilitate students continuing their education after obtaining their Associate degree, a Financial Coach will help students identify ways to minimize the living and educational expenses of postsecondary education.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The centerpiece of the Biotechnology and Life Sciences Innovation Academy is the numerous real-world employment experiences for students being made possible by our partner companies that are health science industry leaders. This exposure will begin before students enroll in the Biotechnology and Life Sciences Innovation Academy. HCC and its partners will provide information sessions and tours that will expose students to the various employment opportunities in this discipline. As students transition into high school, they will be provided field experiences, job shadowing and internship opportunities. Students and parents will also attend information sessions hosted by various health science partners that will better explain the postsecondary pathway for students upon graduating from high school with their AA degree. In the end, the wealth of exposure to the health science discipline will be unrivaled by most other secondary schools.

The Leadership Team for the Biotechnology and Life Sciences Innovation Academy will be comprised of the Dual Credit (i.e., P-16) Program and College Directors, the Principal and Academic Case Manager from RYSS and liaisons from each industry partner. This Team will meet on a monthly basis to assess all aspects of the partnership, from student performance to program implementation to execution of industry engagement opportunities. They will review quantitative data (e.g., HCC grade or TSI exam score distribution), as well as qualitative data (e.g., program evaluation surveys) to confirm whether the aforementioned goals are being met and to determine what additional measures are needed to achieve the desired goals of the program.

To ensure that all of the statutory and TEA requirements of this funding opportunity are fulfilled, HCC will use the program development expertise from staff in its Dual Credit program, College Readiness Department and Resource Development Department. These resources will be combined with the knowledge and experience of the staff at RYSS to systematically and comprehensively develop an Innovation Academy program. The budget for the grant was established through collaborative conversations between HCC and RYSS. Within input from colleagues from both campuses, the principal for RYSS and P-Director for HCC determined the priority expenses for the Biotechnology and Life Sciences Innovation Academy budget. The focus when developing the budget was on ensuring that the type and number of Biotechnology and Life Sciences Innovation Academy staff members would be adequate, properly trained and given the supplies needed to support student success.

Houston Community College has long been a leader in providing high quality, innovative education leading to student success and completion of workforce and academic programs. By establishing the Biotechnology and Life Sciences Innovation Academy, HCC will further demonstrate its commitment to being responsive to community needs and drive economic development. To ensure that the benefits of the advanced academic and career selection support continue to be available to students, HCC will actively develop a sustainability plan for continued service delivery beyond the grant-funding timeframe. This will include investigating methods to covering program costs through its own resources, expanding the number of industry partners involved in this innovative ECHS program and maximizing the financial support given by partner agencies.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 17417009152				Amendment # (for amendments only):		
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act						
Grant period: February 1, 2017, to May 30, 2018				Fund codes: See Notice of Grant Award (NOGA)		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$262,650	\$0	\$262,650	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,396	\$0	\$12,396	\$500
Schedule #9	Supplies and Materials (6300)	6300	\$88,000	\$0	\$88,000	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Total direct costs:			\$363,046	\$0	\$363,046	\$0
Percentage% indirect costs (see note):			N/A	\$36,305	\$36,305	\$0
Grand total of budgeted costs (add all entries in each column):			\$363,046	\$36,305	\$399,351	\$500
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$363,046	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$36,305	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 17417009152			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
<b>Academic/Instructional</b>						
1	Teacher		1	0	\$60,000	\$0
2	Educational aide				\$	\$
3	Tutor				\$	\$
<b>Program Management and Administration</b>						
4	Project director				\$	\$
5	Project coordinator		1	0	\$50,000	\$0
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
<b>Auxiliary</b>						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
<b>Other Employee Positions</b>						
21	Financial Coach		1	0	\$45,000	\$0
22	Dual Credit Success Coach		1	0	\$45,000	\$0
23	TSI Coach (Part-time)		2	0	\$15,000	\$0
24	Subtotal employee costs:				\$215,000	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$47,650	\$0
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				\$262,650	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	RYSS instructors attend Rice AP and Pre-AP Summer Institutes are 30-hour, subject-specific, professional development opportunities for new and experienced AP and Pre-AP teachers (4 instructors x \$500)	\$2,000	\$0
2	RYSS team will complete Princeton Review training (\$849 x four instructors)	\$3,396	\$0
3	RYSS science instructors join HCC personnel at the Human Anatomy & Physiology Society's 31st Annual Conference in May 2017 at Salt Lake City	\$5,500	\$500
4	Transportation costs associated with getting students back and forth between the schools and employer sites	\$1,500	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$12,396	\$500
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$12,396	\$500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 17417009152

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval: Laptops for students to complete online and/or hybrid coursework (\$840 x 100 students); Laptops that will be provided to the Biology instructor, TSI Coaches, Dual Credit Success Coach, and Project Coordinator; Textbooks for the student success course; Instructional material and supply costs related to the TSI preparation.	\$88,000	\$0
<b>Grand total:</b>		<b>\$88,000</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 17417009152		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 17417009152

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total campus enrollment:</b>			<b>263</b>	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	96.6%
Hispanic	263	100%	Annual dropout rate (Gr 9-12)	0.7%
White	0	0%	Students taking the ACT and/or SAT	67.2%
Asian	0	0%	Average SAT score (number value, not a percentage)	1194
Economically disadvantaged	253	96.2%	Average ACT score (number value, not a percentage)	20.6
Limited English proficient (LEP)	14	5.3%	Students classified as "at risk" per Texas Education Code §29.081(d)	26.2%
Disciplinary placements	0	0%	State assessment data	64%

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2.1	10%	No degree	1	4.8%
Hispanic	9.9	47.1%	Bachelor's degree	17.5	83.5%
White	6	28.5%	Master's degree	1.5	7.0%
Asian	2.0	9.6%	Doctorate	1.0	4.8%
Beginning Teachers	17.4	83.2%	Avg. salary, Beginning Teachers	\$50,350	N/A
1-5 years exp.	2.0	9.8%	Avg. salary, 1-5 years exp.	\$59,963	N/A
6-10 years exp.	0.0	0.0%	Avg. salary, 6-10 years exp.	\$0	N/A
11-20 years exp.	1.0	4.8%	Avg. salary, 11-20 years exp.	\$52,791	N/A
Over 20 years exp.	0.5	2.2%	Avg. salary, over 20 years exp.	\$48,580	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											25	25	25	25	100
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											25	25	25	25	100

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											8	7	8	8	31
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											8	7	8	8	31

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raul Yzaguirre School for Success (RYSS) administrators overseeing the Biotechnology and Life Sciences Innovation Academy will review each 9<sup>th</sup> grader's academic records to better understand his/her needs entering high school. The data to be reviewed will include academic records, with an emphasis on STAAR reading and mathematics scores from 8<sup>th</sup> grade, together with the student's performance in his/her middle school science courses. If necessary, the administration will review the student's STAAR results dating back to 6<sup>th</sup> grade to better establish performance trends in specific subjects. The RYSS administration also will review each student's file to determine if that individual has any learning disabilities or accommodation needs that must be addressed. The aforementioned findings will help the school's leadership develop a comprehensive student profile that will assist the school in providing the appropriate interventions for the student. These interventions may include a second math course in 9<sup>th</sup> grade to support their development in that subject matter, additional time when testing to meet an accommodation request, or the addition of STAAR prep to the student's advisory period. The student's grade point average will be reviewed at the end of each semester to make sure they are succeeding in their high school coursework before adding dual credit classes to their schedule.

The TSI (Texas Success Initiative) Assessment will be the primary vehicle for determining the student's needs in terms of meeting the college readiness standards required to complete Early College High School coursework. The students targeted for the Biotechnology and Life Sciences Innovation Academy will complete all components of the TSI exam to determine where the greatest needs exist. The exam includes four diagnostics components of each section that will allow for targeted interventions in these specific areas. The support for this assessment will come from a TSI Coach, who will be responsible for communicating to the RYSS leadership when each student is ready to retest.

Once students are enrolled in college level courses, the student performance data provided by HCC's Early Alert intervention system will help the leadership for RYSS and HCC address the needs in the classroom. Additionally, semester-by-semester high school and HCC course grades will be analyzed individually, as well as by cohort group, to determine if the students are successfully handling the classroom workload or if adjustments need to be made (which may include shifting HCC classes into a later session). The counseling team will work closely with these students to assess and address their emotional needs, which is critically important given the volume of work that these students will be required to complete.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Greater exposure to multiple health science career options	This need will be addressed through the field visits, job shadowing, or internship opportunities provided by the following industry partners: Baylor College of Medicine, City of Houston (COH) Health Department, MD Anderson (MDA) Cancer Center and National Aeronautics and Space Administration (NASA).
2.	Improved reading and writing proficiency	This need will be addressed through TSI assessments, as well as through the enhanced training provided to RYSS faculty/staff. This professional development includes training sponsored by the Rice AP and Pre-AP Summer Institutes and the Princeton Review, along with participation in the Human Anatomy & Physiology Society's Annual Conference.
3.	Greater exposure to collegiate environments	This need will be addressed by having students completing at least one class on a HCC campus. Students also will be provided multiple opportunities to tour HCC and other postsecondary institutions to learn about academic programs and services.
4.	Improved financial education	This need will be addressed by assigning a HCC Financial Coaches to work exclusively with RYSS students, along with having students participate in other city-wide financial literacy initiatives.
5.	Increased parental understanding of college options related to health sciences	This need will be addressed through scheduled advising activities for parents that will increase their understanding of the educational requirements and career opportunities associated with this discipline.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal 6-12	Manages policies, regulations and procedures to ensure a safe learning environment that meets the approved curricula and mission of the school; Master's degree and principal/mid-management certification with 3 years of teaching or comparable leadership experience.
2.	Director, P-16	Provides district-wide leadership in the development, implementation and evaluation of Dual Credit, ECHS and other P-16 initiatives; Master's degree and 5 years of experience working in collegiate student services including 3 years leading dual credit, counseling or advising services;
3.	College Director, P-16	Provides leadership of Dual Credit in collaboration with high school principals at ISDs within a particular service area and assists with sustaining and monitoring Early College High Schools; Master's degree and 5 years of working in collegiate student services and/or teaching;
4.	Academic Case Manager	Act as career and academic counselor to 6th-12th graders to maximize students' academic, social, emotional, and behavioral potential; Bachelor's degree in Social Work, Psychology or Counseling and willingness to pursue professional development leading to certification/licensure;
5.	Director, Baylor Col. of Med.	Provides evidence-based input into student and staff experiences on the emerging issues in contemporary delivery of health care and practical opportunities to link training options to important public health career tracks; Doctorate degree and extensive experience implementing health policies to reduce health disparities among youth;

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide health science occupations career exploration opportunities	1. MD Anderson Cancer Center Mentor assigned	08/01/2017	05/30/2018
		2. Research assignment opportunities provided	01/01/2018	05/30/2018
		3. College & industry visits & presentations conducted	01/01/2018	05/30/2018
		4. Middle schoolers exposed to health care careers	06/01/2017	05/30/2018
		5. Cancer prevention outreach & education activities	06/01/2017	05/30/2018
2.	Develop student & parent advising model on education & health sciences careers	1. "Parent Night" event held each semester	08/01/2017	05/30/2018
		2. Progress to Completion workshops completed each semester by Success Coach	01/01/2018	05/30/2018
		3. Health care industry workshops hosted by Health sciences professionals for students and parents	08/01/2017	05/30/2018
s3.	Provide students with financial literacy training to encourage fiscal responsibility	1. Students participate in Houston Money Week event	01/01/2018	04/30/2018
		2. Annual workshops by HCC Financial Coaches	01/01/2018	05/30/2018
		3. Students complete financial literacy boot camp	01/01/2018	05/30/2018
		4. Students complete personal college planning sheet	01/01/2018	05/30/2018
		5. Students complete FAFSA and 1 scholarship app.	08/01/2017	05/30/2018
4.	Develop lessons to improve student success in college level courses	1. Instructional leaders meet twice a year to complete activities related to curriculum alignment	08/01/2017	05/30/2018
		2. Instructors complete HCC professional training	08/01/2017	05/30/2018
		3. RYSS personnel participate in College Preparatory Courses curriculum team	08/01/2017	05/30/2018
5.	Enhance writing proficiency for college entrance exams and apps	1. RYSS staff completes Princeton Review training	05/01/2017	08/01/2017
		2. RYSS completes AP Summer Institute at Rice University	05/01/2017	08/01/2017
		3. Students complete standard writing skills pre- and post-tests (e.g., TSI)	08/01/2017	05/30/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HCC Dual Credit (i.e., P-16) Office staff will meet with RYSS personnel on a monthly basis to assess all aspects of the partnership, from student performance to program implementation to execution of industry engagement opportunities. They will review quantitative data (e.g., HCC grades or TSI exam score distribution), as well as qualitative data (e.g., program evaluation surveys) to confirm whether the program goals are being met. Both parties will determine what additional measures need to be employed (e.g., additional tutoring support) to achieve the desired goals, along with when and how to implement these measures. Any changes related to the implementation of the Biotechnology and Life Sciences Innovation Academy objectives will be vetted by the Leadership Team before being articulated to the appropriate stakeholders. The communicator, as well as the format and method used to communicate program change(s), will be mutually agreed upon by RYSS leadership and HCC's P-16 office.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This initiative is comparable to HCC's existing Early College High School programs with Houston ISD (HISD) and Alief ISD. It also somewhat resembles the Futures Academy program HCC has with HISD, because of its engagement with industry to provide students hands on experiences. The consistency between these programs and the Biotechnology and Life Sciences Innovation Academy is their desire to target economically disadvantaged students, most of which represent the Hispanic or African American populations in Houston. HCC will use the proven techniques and strategies that have been successfully employed in the other Early College High School, Futures Academy and other magnet programs. This includes use of the recruitment, service provisioning, early alert, academic interventions, advising and other support services that are critical to attracting, retaining and ensuring completion by the targeted students.

The ECHS Leadership Team will play a critical role in ensuring grant funds are used effectively. This group will meet monthly to review the progress of the ECHS program, monitor expenditures and recommend changes if a milestone seems unattainable. The Leadership Team will expect accountability from all critical participants to ensure that the project is successful. Any reports of unsatisfactory performance will be articulated from the Leadership Team to the respective institution's administration.

The leadership from both RYSS and HCC will play a critical role in terms of ensuring all parties remain committed to this innovative ECHS program. They will be responsible for holding grant-funded employees accountability for the job functions noted in their employee performance report. Several of the deliverables related to the ECHS program align with the overall strategic goals of the P-16 team at HCC. Therefore, staff performance (and commitment) to the Biotechnology and Life Sciences Innovation Academy will be reflected in the same metrics used to assess HCC's dual credit collaborations with other high schools. The Leadership Team will have access to quantitative and/or qualitative data reports that can confirm if the aforementioned parties are meeting these goals.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Survey program participants (i.e., students, faculty, industry partners, etc.)	1.	Positive (i.e., above average) ratings for each survey question;
		2.	Survey participation exceeds 80%;
		3.	Advisory committee reviews feedback and provides recommendations regarding areas needing improved performance;
2.	Track student data related to participation in hands-on learning experience with industry partner(s)	1.	Industry partner(s) and educational leaders provide at least on hands-on experience for all ECHS students on the health sciences pathway;
		2.	Majority of student feedback survey indicate positive experience with industry partner;
3.	Analyze TSI exam results (with added emphasis on the writing portion) to determine student college readiness	1.	Students on the health science pathway meet all TSI standards by their junior year;
		2.	Students meet college level standards for writing portion of exam by their sophomore year;
4.	Track student financial aid request submissions	1.	Every student completes the FAFSA in their senior year;
		2.	Every student shows evidence of apply for at least one scholarship in their senior year;
5.	Assess grade distribution for ECHS classes	1.	More than 75% of students should have a "C" or higher in their ECHS classes;
		2.	ECHS students perform better than traditional HCC students in science-based courses;

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data specific to Biotechnology and Life Sciences Innovation Academy program activities will be collected and verified by HCC P-16 office and the RYSS Leadership Team. All student-level college readiness data will be retrieved through HCC's testing center or RYSS data sources (e.g., student transcripts). Student achievement levels in college coursework will be determined by analyzing their HCC GPA, number of semester credit hours accumulated, along with other special honors (e.g., Dean's List, etc.). Student performance with respect to participation, persistence, and course success will be accessed through data obtained from HCC's Office of Institutional Research or requested from the HCC Registrar. RYSS leadership will track duplicated and unduplicated student participation related to all career exploration, advising and financial literacy activities. HCC's P-16 office will document attendance data specific to dual credit courses and student participation in HCC events. In accordance with the data sharing agreement, the P-16 (dual credit) office and RYSS personnel will analyze the collected data, review, document and mutually agree upon the findings in order to ensure an appropriate evaluation of the program. Personnel problems (which may relate to an individual's personality and/or performance) exhibited by program staff members, will be documented and addressed by the appropriate leadership from both entities. The Leadership Team will be responsible for providing input on problems that cannot and/or should not be handled locally.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Statutory Requirement 1:** The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- Provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- Allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- Include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- Provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- The dual credit pathway for students in the Biotechnology and Life Sciences Innovation Academy will be a sequence of courses aligned with HCC's Associate of Arts degree. This degree plan will include a significant concentration of Biology courses (e.g., Anatomy and Physiology I and II, Microbiology, and Nutrition) that will meet the prerequisite requirements for the nursing programs. HCC will provide a course of study that takes into account multiple factors, including the high school (non-dual credit) course needs for each year, HCC course contact hours, and costs associated with campus travel and/or equipment needs. The bell schedule and location of classes will serve as an important consideration. The final course of study will be presented in a spreadsheet format detailing the class assignments for each semester. The goal will be to move students through the program using a cohort format which requires a consistent sequence of courses (with some flexibility) each semester.
- The courses completed by RYSS students equal the first 60 semester credit hours of the Bachelor of Science degree in Nursing offered by Texas Women's University, Prairie View A&M, UT Health Sciences and/or UT Medical Branch. Students completing the list of ECHS course offerings will be eligible to transfer to the aforementioned institutions as a junior. HCC will maintain a database to track student progress through the degree plan so that adjustments may be made to the community college's class schedule to ensure students complete the necessary courses.
- HCC will leverage the articulation agreements that it currently has with Texas Women's University, Prairie View A&M, UT Health Sciences and/or UT Medical Branch in support of this project. Leveraging of these agreements will ensure that the first 60 semester credit hours of classes earned by students in the Biotechnology and Life Sciences Innovation Academy transfer to a Bachelor of Science degree in Nursing offered by these four-year institutions.
- HCC's class schedule will give students the opportunity to complete classes at different timeframes during the day, as well as in various formats (e.g. online, hybrid, or embedded). Schedules of this type allow more flexibility in coordinating any needed tutoring or academic mentoring services. Students will be allowed to take summer classes at HCC to complete required pathway courses, if their workload needs to be reduced during the school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Statutory Requirement 1 (continued)**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 1:** The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Sciences Innovation Academy at Raul Yzaguirre's School for Success (RYSS) will address several of the high-demand occupational needs of the Houston Metropolitan Area. The Greater Houston Partnership estimates that nearly one in nine job holders in Houston works in health care and that employment will continue to grow regardless of what happens in the rest of the economy. This forecast is based on the growing Houston population, which translates into an ever expanding health care service consumer base, particularly among children and the aging. The health services job sector added 48,300 jobs over the past five years, which equates to an average of 9,660 jobs per year. The forecast for 2016 anticipates that this pattern will continue. The same high growth forecast is provided by the Gulf Coast Workforce Board, which estimates that between 2012 and 2022, the number of nursing occupations will grow by nearly 29%.

By creating a dual credit pathway that results in receiving an Associate of Arts degree from HCC, then transitioning into a Bachelor's Degree in Nursing program (BSN), this program will help address the high need for Health Services professionals in Houston. Bachelor's degree programs in nursing typically cover clinical care, communication and leadership, and may prepare a student to pursue a diverse array of health careers, including specialized staff nurses, healthcare administrators, consultants and researchers. Staff nurses may work in hospitals, clinics and physician offices, including specialty units such as critical care, cardiac care, intensive care, oncology or maternity wards. Students with a BSN may also fill administrative and non-clinical roles, such as department managers, head nurses, nursing chiefs, health service administrators and clinical staff recruiters. In addition, several career options exist outside of hospital care, including administrative positions in nursing homes, hospice care settings, insurance companies, government organizations, medical research, training and advisory positions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 2:** The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCC entered into agreements with the following four industry partners: Baylor College of Medicine, City of Houston (COH) Health Department, MD Anderson (MDA) Cancer Center and National Aeronautics and Space Administration (NASA). Each industry partner will serve as an active member of the Biotechnology and Life Sciences Innovative Academy Leadership Team and assign a staff members to serve as a liaison to interact directly and frequently with program staff. In addition, each industry partner has pledged in-kind contributions to support the Biotechnology and Life Sciences Innovative Academy. These contributions consist of salaries for liaisons, associated fringe benefits, supplies, equipment, travel expenses and facilities usage, along with on-line training and certification program fees. The total amount that will be provided by Baylor College of Medicine (\$53,820), City of Houston Health Department (\$28,450), MD Anderson Cancer Center (\$6,184) and NASA (\$75,960) towards the program is \$163,874, which represents 41% of the total program budget.

Representatives from various divisions within the industry partner organizations, along with the project liaisons, will assist program administrators with identifying the discrete skill sets that would provide direction and readiness for employment in the health care profession. These individuals will suggest a variety of approaches to translate components of the curriculum into workplace skill sets. The liaisons will also provide evidence-based theories at the appropriate reading level to substantiate and validate the chosen approaches. The steps for various degree plans along with required licenses, credentials, training, etc. will be presented so that participants can be aware of what is necessary to become a health care professional.

All students will have the opportunity to gain work experience over the spring and/or summer session in their junior or senior year. This experience will take the form of an internship or job shadowing. Students also will be exposed to industry through field trips to health science facilities in the Houston area where, through observation and vocal/visual presentation from a subject matter expert, they will better understand the day-to-day responsibilities related to this industry. The various industry liaisons also will serve in a mentorship capacity to support students' progress towards completing an Associate degree and transitioning to a 4-year school. The Biotechnology and Life Sciences Innovation Academy will host a Student Showcase, during which students will give information about health science programming to their peers. This mandatory activity will require students to deliver a prepared, well-organized presentation that details their understanding of the industry or a specific job function.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 3:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The four industry partners will provide a unique method of developing industry experiences for students. Baylor College of Medicine will use its mid-level provider training program, College of Tropical Medicine and National Institutes of Health Bench Scientist Initiative to provide avenues for students to be exposed to the newest developments in medicine (such as research involving the Zika virus), the role of the microbiome in cancer prevention and the associated new technology related to findings using 'big data'. The COH Health Department and the MDA Cancer Center will both integrate students into existing research activities as active members of research teams. Students working with the COH Health Department will research topics, write materials for policy development, participate in public health training, join in community outreach, assist in monitoring air and water quality, work in animal control and other activities. At the MDA Cancer Center, students will have the opportunity to work with over 30 local and national organizations to gain cancer prevention outreach and research experience in community settings, in addition to attending institutional activities. The Johnson Space Center Hispanic Employee Resource Group at NASA will provide an internship shadowing opportunity (Human Spaceflight) which exposes students to the technologies related to Biomedical Engineering and Human Health and Performance (HHP), as well as its Student Training and Leadership Development Program, through which recent NASA interns present their pre-professional experience and serve as mentors to other students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 4:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Career Counselor will oversee student and parent advising at Biotechnology and Life Sciences Innovation Academy Early College High School. This position will work to link the high school students to their college coursework and ensure that students have access to opportunities to participate in industry experiences. The Career Counselor will have full access to HCC Southeast Career personnel (P-16 Office and career services) to better understand the community college's program offerings and employment transition services. In addition, the Career Counselor will:

- Interface with teachers to disseminate information and connect with students;
- Conduct reviews and updates with assistance from high school administrators and HCC faculty;
- Present orientation sessions for college faculty, ISD counselors, and high school students;
- Meet regularly with students and parents to identify needs to ensure a smooth transition into college;
- Develop and implement a transition plan and coaching for students into college;
- Coordinate special events involving high school participants;
- Attend workshops and conferences related to dual credit;
- Support the values of the College: diversity, teaching excellence, student success, innovation and creativity and service to the College

The person selected for this position will have to have a Bachelor's degree with a minimum of two years of experience working in collegiate-level student services, dual credit, counseling or advising.

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County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 5:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Sciences Innovation Academy Early College High School will feature an Associate of Arts degree plan with a significant concentration of Biology courses that will provide students a pre-nursing sequence of courses aligned with the health science program of study. Students will have the opportunity in high school to complete dual credit courses aligned with Medical Microbiology, Anatomy and Physiology, as well as Human Growth and Development. They will continue with similar, more advanced courses when they continue into a Bachelor's Degree in Nursing program (BSN) at a four-year college or university. Bachelor's degree programs in nursing typically cover clinical care, communication and leadership and can prepare a student to pursue a diverse array of health careers, including specialized staff nurses, healthcare administrators, consultants and researchers.

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County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 6:** The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PEIMS Course #	RYSS	HCC
<b>SPRING-9TH GRADE</b>		<b>SPRING-9TH GRADE</b>
03270100	DC College Readiness & Study Skills	EDUC 1300: Learning Frameworks
<b>FALL - 10TH GRADE</b>		<b>FALL - 10TH GRADE</b>
03350100	DC PSYCH	PSYC 2301: Intro to Psychology
03500110	DC Art Appreciation	ARTS 1301: Art Appreciation
<b>SPRING - 10TH GRADE</b>		<b>SPRING - 10TH GRADE</b>
03102500	DC College Algebra	MATH 1314: College Algebra
03370100	DC Sociology	SOCI 1301: Intro to Sociology
<b>FALL - 11th GRADE</b>		<b>FALL - 11th GRADE</b>
03380002	DC US Hist A	HIST 1301: US History to 1877
03040000	DC Chemistry	CHEM 1411: General Chemistry I
A3010200	AP Biology	BIOL 1406: General Biology I
03102501	DC Statistics	MATH 1342: Statistics
<b>SPRING - 11TH GRADE</b>		<b>SPRING - 11TH GRADE</b>
03380022	DC US Hist B	HIST 1302: US History after 1877
13024500	DC Lifetime Nutrition and Wellness	BIOL 1322: General Nutrition
13014300	DC Human Growth and Development	PSYC 2314: Human Growth and Development
03380032	DC Humanities	PHIL 2306: Introduction to Ethics
<b>FALL - 12TH GRADE</b>		<b>FALL - 12TH GRADE</b>
03220400	DC English 4A-Comp 1	ENGL 1301: Composition I
03330100	DC Government	GOVT 2305: American Government I
13020600	DC Anatomy and Physiology A	BIOL 2401: Anatomy and Physiology I
13020700	DC Medical Microbiology	BIOL 2420: Microbiology
<b>SPRING - 12TH GRADE</b>		<b>SPRING - 12TH GRADE</b>
03220400	DC English4B-Comp2	ENGL 1302: Composition II
13020600	DC Anatomy and Physiology B	BIOL 2402: Anatomy and Physiology II
03380042	DC Texas Government	GOVT 2306: American Government II

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County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 7:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The Leadership Team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The Leadership Team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS Career Preparation Academy Leadership Team will included the following members:

- District - The Superintendent of Raul Yzaguirre School for Success Charter;
- Primary Dual Credit Partner - HCC's Associate Vice Chancellor for College Readiness;
- College Partners - University of Texas - Health and University of Texas - Medical Branch;
- Industry Partners – Baylor College of Medicine, City of Houston Health Department, MD Anderson Cancer Center and National Aeronautics and Space Administration (NASA).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 8:** The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Sciences Innovation Academy Leadership team will continue to provide guidance regarding the program after the grant period. They will meet monthly to review the progress of the ECHS program and recommend changes if enrollment and persistence or completion goals are not met. The Dual Credit offices with HCC and HISD also will work to make sure all needs are address to that the program can remain successful, including addressing budgetary concerns such as textbooks, etc. Both parties will be responsible for nurturing the industry partnerships related to the Biotechnology and Life Sciences Innovation Academy to ensure their long-term satisfaction and commitment to the program. This industry engagement can come in many forms, including the public acknowledgements of their support.

Furthermore, the program staff positions being requested through the grant's budget (i.e., Financial Coach, Dual Credit Success Coach, etc.) will be tasked with developing a long-term sustainability plan for the job duties related to their grant-funded position. For example, the Financial Coach will be responsible for delegating/explaining their responsibilities related to Houston MoneyWeek to the permanent staff associated with South ECHS and HCC. The TSI Coaches will be responsible to developing a student diagnostics model that will lead to individualized, targeted interventions for students with reading, writing, and math deficiencies. The TSI Coaches also will construct a large inventory of interventions/resources that can be used in the future by individuals working to improve students' reading, writing, and math scores. Additionally, the job duties of the Biology instructor will encompass curriculum development and equipment/supply recommendations for both HCC and HISD courses that will lead to more engaged, hands-on learning in the classroom.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY** – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #20—Outside Sources of Income and Pre-Existing Content**

County-district number or vendor ID: 17417009152

Amendment # (for amendments only):

**Part 1: Outside Sources of Income.** Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at [grants@tea.texas.gov](mailto:grants@tea.texas.gov)).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	<b>Total:</b>		\$

**Part 2: Pre-Existing Content.** On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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By TEA staff person:

2016-2018 Information and Computer Technology Innovative Academy –  
the Next Generation of Early College High Schools

Disclosure

HCC would like to note that the Chair of the HCC Board of Trustees, Dr. Adriana Tamez, also serves as the Superintendent of the Raul Yzaguirre's School for Success (RYSS). However, the award of this Grant will not result in a conflict of interest under 2 CFR § 200.318. All three of HCC's ECHS partners (Houston ISD, Alief ISD and RYSS) were selected to submit an application for this Grant due to the fact that they are the only three institutions with whom HCC has existing ECHS programs. However, Alief ISD decided to submit their own application for this Grant. The HCC Chancellor has the authority, as delegated by HCC Board policy, to contract with the ECHS partners for purposes of this Grant program. No action by the HCC Board of Trustees was required for the selection of the ECHS partners under this Grant application, and HCC Board approval will not be required for the approval of any resulting MOUs with the ECHS partners.



HOUSTON COMMUNITY COLLEGE

RECEIVED  
9/13/16

Print Form

Clear Form

## Office of the Chancellor/Finance & Administration Signature Request Form

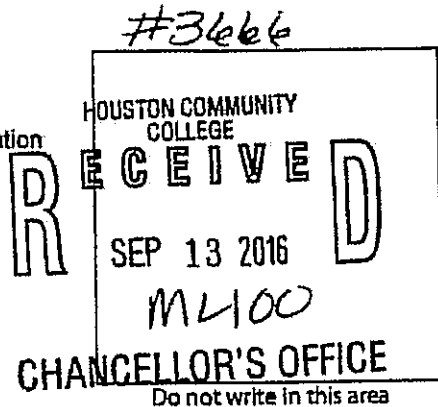
Date Submitted: 9/13/16

- ☒ Chancellor  
☐ Finance & Administration  
☐ Both

Date Needed: 9/9/16

From: Dr. Catherine O'Brien / College Readiness

Phone: 713-718-2383



Document Type: Partnership Agreement OGC#3666

Return to: Sharon Flowers Ext. 8/8228

Amount:  
(if applicable)

- ☒ Will Pickup  
☐ Return by interoffice mail

Mail Code:           

Brief summary  
of attached  
document and/or  
comments:

Partnership Agreement OGC#3666 HCC & Tejano Center for Community Concerns

I have reviewed and approved the attached document for the Chancellor's signature.

Signature: <u>Catherine O'Brien</u>	Print Name: <u>Dr. Catherine O'Brien</u>	Title: <u>AVC College Readiness</u>	Date: <u>9/6/16</u>
Signature: <u>Kimberly Beatty</u>	Print Name: <u>Dr. Kimberly Beatty</u>	Title: <u>VC Instructional Services</u>	Date: <u>9/7/16</u>
Signature: <u>Valerie Simpson</u>	Print Name: <u>VALERIE SIMPSON</u> <u>Assistant General Counsel</u> <u>Houston Community College</u>	Title: <u>          </u>	Date: <u>9/13/16</u>

**\*\*All signature request over \$75,000 must include a copy of the Board Approved Action Item and Minutes. This information can be found on the HCC Website via the following link: [www.hccs.edu/district/about-us/boardoftrustee/board-meetings/](http://www.hccs.edu/district/about-us/boardoftrustee/board-meetings/)**

### To Ensure Timely Processing:

All pages requiring signature must be clearly flagged.

All documents must be completely filled out.

All signature requests must be submitted a minimum of three (3) days before needed. Requested return date cannot be guaranteed.

All approval signatures must be obtained prior to submission to the Office of the Chancellor.

PLEASE KEEP THIS CERTIFICATION WITH THE DOCUMENT



**HOUSTON COMMUNITY COLLEGE  
OFFICE OF THE GENERAL COUNSEL  
CONTRACT REVIEW CERTIFICATION**

DATE	9/1/2016
CONTRACT NUMBER	3666
CONTRACT TYPE	Partnership Agreement for Dual Credit Courses/HB5
END USER/ SUBMITTING DEPT.	Dr. Kimberly Beatty
VENDOR NAME	Tejano Center for Community Concerns, Inc.
ASSIGNED ATTORNEY	Valerie Simpson

OFFICE OF GENERAL COUNSEL CERTIFICATION:

I have reviewed the aforementioned contract entirely and attest that it: (a) does not contain legally prohibited provisions; (b) includes all legally required provisions; and (c) is not otherwise objectionable on legal, as opposed to administrative, grounds; except as noted in any attached memorandum.

Signature: Valerie Simpson

The END USER/SUBMITTING DEPARTMENT understands and acknowledges the following:

- 1) The goods/services covered by the contract have been procured in accordance with all applicable provisions of Texas law, regulations, and HCC's policies and procedures;
- 2) Confirms that all contract terms and provisions are clearly and accurately stated;
- 3) End user has reviewed and understands all provisions of the contract;
- 4) It is the end user's responsibility to ensure that all business terms contained in the contract are accurate, complete, and enforceable; and
- 5) End user ensures the contract is in compliance with all applicable laws and regulations.

*Please notify Sharon Flowers, Contracts Administrator, immediately if there are any concerns with the above.*



HOUSTON COMMUNITY COLLEGE

**PARTNERSHIP AGREEMENT  
BETWEEN  
HOUSTON COMMUNITY COLLEGE  
AND  
TEJANO CENTER FOR COMMUNITY CONCERNS, INC.  
FOR  
DUAL CREDIT COURSES/HB5 COLLEGE PREP MATH AND ENGLISH  
COURSES/EARLY COLLEGE HIGH  
SCHOOL/STUDENT DATA SHARING**

This Partnership Agreement, effective as of August 1, 2016, is entered into by and between Houston Community College System ("HCC"), a public community college district organized under Chapter 130 of the Texas Education Code, whose main office address is at 3100 Main Street, Houston, Texas, 77002, and Tejano Center for Community Concerns, Inc. ("TCCC"), a Texas nonprofit corporation, which is the charter holder and operator of the Raul Yzaguirre School for Success ("RYSS"), a Texas public school having its main office address as, 2950 Broadway, Houston, TX 77017 (individually, "Party and collectively, "Parties").

**RECITALS**

Whereas, HCC and TCCC desire and agree to partner to offer dual credit classes, college prep classes, early college programs, and share student data;

Whereas, the purpose of this Agreement is to describe the entire relationship between the Parties including the benefits each may receive;

Whereas, the Parties have entered into such similar partnerships and wish to restate their responsibilities and obligations;

Whereas, the Parties find that it is within their mission and purpose to enter into such a partnership;

**NOW, THEREFORE**, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, HCC and TCCC, intending to be legally bound, agree as follows:

## **TERMS AND CONDITIONS**

### **1. Scope of Agreement**

The Parties shall partner to provide the courses and programs in accordance with the general obligations and responsibilities of each party attached hereto and incorporated herein for all purposes and made part of this Agreement:

Exhibit A: Dual Credit Courses

Exhibit B: College Prep Math and College Prep English Courses (HB5)

Exhibit C: Data Sharing

Exhibit D: Early College High School

### **2. Term and Termination**

The period of this Agreement shall be in effect from August 1, 2016 to July 31, 2019 ("Term") unless renewed or earlier terminated. Either Party may terminate this Agreement with or without cause upon one-hundred and twenty (120) days prior written notice to the other Party. In the event of such termination, unless otherwise agreed by the parties, the date of termination shall be the last day of the current semester or year of the then current term.

### **3. Principles for Partnership**

In furtherance of the objectives of this partnership, the Parties acknowledge the following principles of the partnership:

- A. Establishment of a full and equal partnership between HCC and TCCC that allows a flexible and creative response to the organizational, mission, and fiscal needs of both institutions.
- B. Collaboration in planning, implementation, and continuous improvement of programs, including the provision for faculty, staff, and administration; curriculum development; training; and student services.
- C. Provision of college readiness and dual credit courses for which students might qualify.
- D. Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.

- E. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.
- F. Shared use of facilities, including designated classrooms, labs, offices, restrooms and libraries that reduce the operating cost and promotes collaboration of students, faculty, staff, and community members in the program success.
- G. Selection of students that reflects the diversity of Houston.

#### 4. Program Commitments

The ~~programs covered under~~ this Agreement include Dual Credit courses, HB5 College Prep Math and College Prep English courses, and Early College High School programs ("programs"). This Agreement will also cover the transferring and sharing of student data between the Parties in support of these programs.

The Parties commit to:

- a. Collaborate in the design and execution of challenging and innovative instructional programs (including Early College, Dual Credit, and College Prep Math and College Prep English courses).
- b. Comply with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACS), and the Texas Higher Education Coordinating Board (TEA).
- c. Schedule classes in support of these programs.
- d. Recruit eligible students.
- e. Evaluate the programs and share student data in order to track and evaluate student and program successes.
- f. Market the partnership.

#### 5. Understanding of the Parties

- a. Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.
- b. Each Party will each comply with all state and federal laws applicable to this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Title VI of the Civil Rights Act of 1964, as amended; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990, as amended; applicable provisions of the Texas Education Code and Texas Government Code; and applicable HCC policies and procedures.

c. Subject to the applicable laws and to the regulations of the respective organizations, information, data and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.

d. In the event that a RYSS student engages in conduct that would result in disciplinary action against a RYSS student, HCC agrees to inform TCCC of the conduct prior to the finalization of any HCC disciplinary action against the student. However, HCC shall further have the right to demand immediate removal of any student from its premises, upon a determination by the administrator in charge that the student poses an immediate threat to the safety of HCC's enrolled students, clients, faculty, staff, and patrons or to the orderly functioning of the HCC.

e. Both parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Further, the parties agree that the public safety departments from both HCC and TCCC will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both parties executing the Agreement.

f. In accordance with the Family Educational Rights and Privacy Act (FERPA), HCC and TCCC will protect RYSS students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.

#### 6. Insurance

TCCC shall obtain and maintain in force for the duration of this Agreement and any extensions thereof, at TCCC's sole expense, all insurance required by state or federal law, including, but not limited to, General Liability Insurance. TCCC will supply evidence of such insurance to HCC Risk Management or obtain Waiver of Insurance from HCC Risk Management prior to performing services.

The General Liability policy will name HCC as an Additional Insured. A Waiver of Subrogation in favor of HCC and notice of cancellation will be provided in writing in accordance with policy provisions. Certificates of insurance verifying the foregoing requirements will be provided to HCC prior to commencement of any services under this Agreement. If a policy contains deductible provisions, TCCC will be responsible for payment of the deductible amount for any claim(s) or the pursuit of any claim(s) or asserted claim(s) against HCC, its agents, employees or representatives.



The original Verification of Insurance Coverage will be forwarded to:

**Physical:**

HCC Risk Management  
3100 Main St., 4th Floor  
Houston, TX 77002

**Mailing:**

HCC Risk Management  
P.O. Box 667517  
Houston, TX 77266-7517

TCCC's failure to comply with the requirements of this section shall be considered a breach of this Agreement.

7. Indemnification

TO THE EXTENT PERMITTED BY THE CONSTITUTION AND LAWS OF THE STATE OF TEXAS, TCCC AGREES TO INDEMNIFY, RELEASE, AND HOLD HCC AND HCC'S TRUSTEES, OFFICERS, AGENTS, AND EMPLOYEES, HARMLESS FROM ANY AND ALL CLAIMS, DEMANDS, CAUSES OF ACTION, AND LIABILITIES (each as used herein shall be referred to as "Claim") OF ANY TYPE OR ANY NATURE WHATSOEVER (INCLUDING COSTS AND REASONABLE LEGAL AND EXPERT FEES) FOR DAMAGE TO, LOSS OF, OR DESTRUCTION OF ANY TANGIBLE PROPERTY OR BODILY INJURY OR DEATH TO ANY PERSON, ARISING FROM, IN CONNECTION WITH, OR ANY WAY INCIDENT TO THIS AGREEMENT, TO THE EXTENT FINALLY DETERMINED TO HAVE BEEN CAUSED BY TCCC AND ITS PERSONNEL IN PERFORMANCE OF THE SERVICES.

8. Criminal History Background Check Requirements

Pursuant to Sections 22.0834, 22.0835 and 22.085 of the Texas Education Code, HCC hereby certifies that all employees and contractors of HCC who are hired by HCC on or after January 1, 2008, and who have or will have continuing duties related to the contracted services, and have or will have direct contact with students, have passed a national criminal history background record information review as required by those sections.

HCC shall send or ensure that its employees or contractors sends to the Texas Department of Public Safety ("DPS") information that is required by the DPS for obtaining national criminal history record information, which may include fingerprints and photographs. DPS shall obtain the person's national criminal history record information and report the results through the criminal history clearinghouse as provided by Section 411.0845, Government Code.

HCC must also obtain certifications from all subcontractors that their employees to whom Section 22.0834 applies have also passed a national criminal history background record information review.

#### 9. Records Retention and Audits

The Parties shall comply with all applicable laws regarding records including but not limited to, the Family Educational and Privacy Rights Act ("FERPA"), the Freedom of Information Act ("FOIA"), the Texas Public Information Act ("TPIA"), and the Texas Records Retention laws ("RR laws").

All records and reports generated, prepared, assembled, or maintained by TCCC in relation to this Agreement shall be available for review, inspection, and audit by HCC and its auditors. Copies will be made available upon request and in conformity with FERPA, the FOIA, the TPIA, and the RR laws.

TCCC understands that acceptance of funds under the Agreement constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, "Auditor") to conduct and audit or investigation in connection with any state funds distributed in furtherance of this Agreement. TCCC agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation providing all records requested.

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10. Confidential and Proprietary Information. The Parties may provide technical information, documentation and expertise to each other that is either (1) marked as being confidential, or (2) if delivered in oral form, is summarized in writing within 10 working days and identified as being confidential ("Confidential Information"). The receiving party shall for a period of five (5) years from the date of disclosure (1) hold the disclosing party's Confidential Information in strict confidence, and (2) except as previously authorized in writing by the disclosing party, not publish or disclose the disclosing party's Confidential Information to anyone other than the receiving party's employees on a need-to-know basis, and (3) use the disclosing party's Confidential Information solely for performance of this Agreement. The foregoing requirement shall not apply to any portion of a party's confidential Information which (a) becomes publicly known through no wrongful act or omission on the part of the receiving party, (b) is already known to the receiving party at the time of the disclosure without similar nondisclosure obligations; (c) is rightfully received by the receiving party from a third party without similar nondisclosure obligations; (d) is approved for release by written authorization of the disclosing party, (e) is clearly demonstrated by the receiving party to have been independently developed by the receiving party without access to the disclosing party's Confidential Information; or (f) is required to be disclosed by order of a court or governmental body or by applicable law, provided that the party intending to make such a required disclosure shall promptly notify the other party of such intended disclosure in order to allow such party seek protective order or other remedy.

## 11. Debarment and Suspension

HCC and TCCC certify that it is not presently debarred, suspended for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.

## 12. General Provisions

### A. Relationship of the Parties.

It is understood and agreed that HCC is a separate legal entity from TCCC and neither it nor any of its employees, volunteers, or agents contracted by it shall be deemed for any purposes to be employees or agents of TCCC. HCC and its contractors assume full responsibility for the actions of their personnel and volunteers while performing any services incident to this Agreement, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations. Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.

### B. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee or agent of HCC or TCCC, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee or agent of HCC or TCCC. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

### C. Notice

Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Houston Community College  
Attn: Cesar Maldonado, Ph. D., P.E.  
Chancellor  
3100 Main Street  
Houston, TX 77002

To: Alma Silva  
Raul Yzaguirre School for Success  
Principal  
2950 Broadway  
Houston, TX 77017

Any party may designate a different address by giving the other party ten (10) days prior written notice in the manner provided above.

**D. No Waiver of Immunity**

Neither HCC nor TCCC waives or relinquishes any immunity of defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.

**E. Authorization of Contract**

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

**F. No Waiver**

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

**G. No Assignment**

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

**H. Governing Law; Venue**

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision), and, for purposes of resolving claims or litigation relating to this Agreement, the parties irrevocably consent to the sole and exclusive jurisdiction and venue of the courts of Harris County, Texas.

**I. Section Headings**

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

**J. Complete Understanding**

This Agreement shall constitute the complete understanding of HCC and TCCC, and may not be modified in any manner without the express written consent of both parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of the Agreement.

By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

HCC and Raul Yzaguirre School for Success have executed and delivered this Agreement to be effective as of the Effective Date.

**Exhibits Included:**

Exhibit A: Dual Credit Courses

Exhibit B: College Prep Math and College Prep English Courses (HB5)

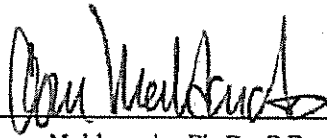
Exhibit C: Data Sharing


Exhibit D: Early College High School

**Signature Page to Follow**

## SIGNATURE PAGE

**HOUSTON COMMUNITY  
COLLEGE TEJANO CENTER  
FOR COMMUNITY CONCERNS**

By:  09-16-16  
Cesar Maldonado, Ph.D., P.E. Date  
Chancellor

By:  09/21/16  
/ Alma Silva Date  
Principal

11 Mariel /

# Exhibit A

## Eligible Dual Credit Courses

Courses offered for dual credit by HCC must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THECB) or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB. In addition, S.B. 1004 allows school districts in Harris County and surrounding counties to contract with any of the 10 community college districts in the region to provide dual credit programs, to the benefit of students who would have expanded choices of programs and more opportunities to earn college credit and career training.

### **(A) Eligibility:**

(1) A high school student is eligible to enroll in HCC dual credit courses if the student:

- (a) Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) on relevant section(s) of the TSI assessment instrument; or
- (b) Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative and is otherwise approved by HCC according to the provisions indicated below.

(2) A high school student is also eligible to enroll in HCC academic dual credit courses under the following conditions:

- (a) A student achieves a minimum designated Level 2 final phase-in score (i.e. 4000 or higher) on the Algebra I end-of-course assessment and/or the English II end-of-course assessments (i.e. 2000 or higher), relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit courses under this provision shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses; or
- (b) The student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the Critical Reading and/or Mathematics test relevant to the courses to be attempted. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in subsequent grades; or
- (c) The student achieves a composite score of 23 on the PLAN with a 19 or higher in Mathematics and English. An eligible high school student who has enrolled in dual credit under this provision must demonstrate eligibility to enroll in dual credit courses in the subsequent grade.

- (3) A high school student is eligible to enroll in HCC workforce education dual credit courses as follows:
- (a) Level One certificate courses: no testing or end-of-course assessment minimum required.
  - (b) Level Two certificate courses: the student must demonstrate that he or she has achieved the designated minimum final phase-in score on the Algebra I (i.e. 3872 or higher) end-of-course assessment and/or the English II reading (i.e. 1929 or higher) or English II Writing (i.e. 1928 or higher) end-of-course assessments relevant to the courses to be attempted.
  - (c) A student may enroll only in the workforce education dual credit courses for which the student has demonstrated eligibility.
  - (d) A student who is exempt from taking TAKS or STAAR end-of-course assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
- (4) Students who are enrolled in private or non-accredited secondary schools or who are home- schooled must satisfy paragraphs (1) — (3) of this subsection.
- (5) To be eligible for enrollment in an HCC dual credit course, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.)
- (a) Students wishing to enroll in more than two dual credit courses per semester at HCC must meet the guidelines established by mutual agreement between HCC and TCCC.
  - (b) HCC and TCCC agree that a student enrolling in more than two dual credit courses in a semester must pass all courses during that semester with a grade of C or better to continue to enroll in more than two dual credit courses in following semesters.
  - (c) This provision does not apply to students enrolled in approved early college high school programs.
- (6) HCC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
- (7) Freshmen and sophomore students wishing to enroll in dual credit courses must have principal or counselor recommendation for consideration to take a dual credit course.
- (8) HCC and TCCC will make a collaborative decision of which dual credit courses will be available for students.

**(B) Location of Class:**

- (1) Dual credit courses may be taught at an HCC campus or at a RYSS campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically,



HCC will comply with applicable THECB rules and procedures for offering courses at a distance.

- (2) In addition, dual credit courses taught electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically and offered at the discretion of the College.

**(C) Composition of Class:**

- (1) Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:
  - (a) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or
  - (b) If the high school credit-only students are College Board Advanced Placement students; or
  - (c) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

**(D) Faculty Selection, Supervision and Evaluation**

- (1) HCC shall select or credential recommended RYSS instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at HCC; and
- (2) HCC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at HCC.

**(E) Course Curriculum, Instruction and Grading**

HCC shall ensure that a dual credit course and the corresponding course offered at HCC are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

**(F) Funding**

- (1) Dual credit courses are offered free of charge to any student who lives in-district or who lives out-of-district.
- (2) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.
- (3) HCC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
- (4) This provision does not apply to students enrolled in approved Early College High School programs.
- (5) HCC may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.
- (6) HCC will pay TCCC \$1,910 per completed section of dual credit courses, as invoiced by TCCC, provided course sections have a minimum of 15 students for Career and Technical Education Courses or 20 students for Academic Transfer courses. Payment is due 30 days from the invoice date. Any overage of funds may only be used for dual credit program expenditures.

**(G) Academic Policies and Student Support Services**

- (1) Regular academic policies applicable to courses taught at HCC must also apply to dual credit courses. These policies should include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.; and
- (2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to HCC students. HCC is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

**(H) Transcription of Credit**

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

**(I) Student Accommodations**

Disability-related accommodations in a course for which college credit is awarded will be assigned by HCC's Ability Services in accordance with current HCC policies, procedures, and applicable laws that govern the College. Students requesting

accommodations are required to self-disclose with the appropriate HCC Ability Services office. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

## **Exhibit B**

### **College Prep Math and College Prep English Courses (HB5)**

HCC and TCCC agree to collaborate to develop and maintain College Prep Math and College Prep English courses that meet the requirements under Texas Education Code Section 28.014 which states that each school district shall partner with at least one institution of higher education to develop and provide courses in College Preparatory Mathematics and College Preparatory English.

- (1) HCC agrees to provide Student Learning Outcomes for the courses being offered, provide syllabi of the courses being offered, and provide the departmental final exams for the courses no later than three weeks prior to the administration of the exams.
- (2) HCC agrees to the following for both the Mathematics and Developmental Reading and Writing (INRW) courses:
  - (a) To post TSI exemption status for the component area relevant to the HB 5 course(s) passed on the student's official HCC transcript;
  - (b) To share data and provide feedback regarding student success on entry level college mathematics and English courses;
  - (c) To train advisors to recognize and honor course(s) on school district transcripts;
  - (d) To ensure that students are counseled directly into the appropriate college level mathematics, English, and all other courses that require mathematics and English language arts college readiness;
  - (e) To provide the Student Learning Outcomes for INRW 0420;
  - (f) To provide the types of essays required (expository, persuasive, and literary analysis);
  - (g) To provide the final exam for the Integrated Reading and Writing (INRW 0420) course no later than three weeks prior to the administration of the exams.
- (3) TCCC agrees to the following for both the Mathematics and English courses:
  - (a) To provide highly qualified instructors for the courses being taught;
  - (b) To identify students who are not college ready as stated in HB 5;
  - (c) To provide professional development and resources required to teach the Mathematics and English courses;

- (d) To identify successful completion of the course(s) and students' final exam grades as applicable on the student transcripts as determined by the State of Texas PEIMS number;
  - (e) To provide curriculum for the course that is consistent with HCC Student Learning Outcomes;
  - (f) To follow the school district's Grading Expectations;
  - (g) To deny students enrolled in these courses exemptions from HCC final exams;
  - (h) To ensure that students fill out either an HCC online application or an ApplyTexas.org application; and
  - (i) To provide assistance with college applications, enrollment and financial aid applications.
- (4) TCCC agrees to the following for the College Preparatory Mathematics courses:
- (a) To administer the HCC departmental final exam. Students may not use calculators on the exam;
  - (b) To provide and utilize Math XL as possible (the use of Math XL is optional so long as all course topics are taught). No calculator may be used by students on the final exam for each student enrolled in the course;
  - (c) In order for a student to receive TSI exemption in Mathematics at HCC, the student's grade must be a C or above according to RYSS's grading scale; and
  - (d) The course(s) will each be posted on the student transcript as independent one-semester courses designated by course name.
- (5) RYSS agrees to the following for the College Preparatory English courses:
- (a) To administer the HCC INRW final exam as part of the students' course grade;
  - (b) To teach and grade the required essays according to the rubrics agreed upon by HCC. (TEA Rubrics for Expository, Persuasive, and Literacy Analysis); and
  - (c) In order for a student to receive TSI exemption in ELA at HCC, the student's grade for each semester must be at least a C according to RYSS's grading scale. HCC and TCCC will attempt to collaborate as much as possible to ensure that the essay grading standards are consistent with those of HCC. There is no essay revision allowed once the final exam and course ends.

**(6) RYSS agrees to the following for both the Mathematics and English courses:**

- (a) To provide highly qualified instructors for the courses being taught;**
- (b) To identify students who are not college ready; and**
- (c) To provide professional development and resources.**

**(7) TSI Exemption**

The TSI Exemption for high school College Prep courses is now 24 months. A student must enroll in HCC within 24 months of a student's graduation from high school. If the student does not pass the College Prep English and/or the College Prep Math course, the student must be advised of accelerated options. THECB must track and report outcomes to both the school district and the higher education institute.

## **Exhibit C**

### **Student Data Sharing between HCC and TCCC**

TCCC agrees that the data transferred from HCC to TCCC is and shall remain the sole and exclusive property of HCC. HCC agrees that the data transferred from TCCC to HCC shall remain the sole and exclusive property of TCCC. The Parties acknowledge under this Agreement that individually-identifiable health information that falls under the protection of the Health Insurance Portability and Accountability Act ("HIPAA"), data that deals with the confidentiality provisions of the Patient Safety Rule, and Social Security Numbers shall not be released by either party. Data that is released must be used consistent with the Family Education Rights and Privacy Act ("FERPA"), HIPAA and TCCC and HCC policies and procedures for managing student education records and other confidential information. TCCC grants HCC, and HCC grants TCCC permission to use such data only for the following purpose and for no other purpose: To track current RYSS students who earned credit in a dual credit course, or have graduated or completed a sequence of courses leading to certification, licensure or an Associate Degree from HCC while maintaining dual enrollment at RYSS.

(1) The scope of the data sharing between HCC and TCCC addressed in this Agreement is limited to the following:

(a) Student Identifier

- (1) First Name, Last Name, Middle Initial.
- (2) Social Security Number (SSN) or other student record identifier.
- (3) Date of Birth (DOB).

(b) Semester End Date

(c) Dual Credit Course(s) Enrollment Information:

- (1) Course name;
- (2) Course ID;
- (3) Semester Grade;
- (4) Associate Degree Earned (YIN);
- (5) License Awarded (YIN);
- (6) Certification Awarded (YIN); and
- (7) If "Yes" to 4, 5 or 6, Provide Type and Program Name.

(d) Provide TCCC with TSI-A results of any RYSS student who tests at HCC, as available.

**(2) Data Sharing**

A portion of the relevant student data shall be provided by TCCC to HCC and a portion of the data shall be provided by HCC to TCCC. The data shall be provided in the following format: either Microsoft Excel or Access.

**(a) TCCC will provide:**

**(1) Enrollment information for all students:**

- (a) First Name, Last Name, Middle Initial;**
- (b) Social Security Number (SSN) or other student record identifier;**
- (c) Date of Birth (DOB);**

**(2) High School Attendance;**

**(3) Date of High School graduation;**

**(4) Endorsement areas of each student;**

**(5) Special group identification, for example Futures Academy or ECHS; and**

**(6) Cumulative GPAs.**

**(b) HCC will provide persistence data:**

- (1) Student Identifier;**
- (2) Semester Identifier; and**
- (3) Enrolled in credit course this semester (YIN)**
- (4) Available TSI-A results of students tested from Raul Yzaguirre School for Success, as available.**

**(3) Confidentiality**

TCCC and HCC shall maintain the confidentiality of any and all student data exchanged pursuant to this Agreement or any subsequent agreement intended to supersede the Agreement. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted, TCCC and HCC shall establish a system of safeguards that shall at minimum include doing the following:

**(a) TCCC and HCC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of each other. These measures shall be extended by contract to all subcontractors used by TCCC and HCC;**

**(b) TCCC and HCC employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided**



- under the agreement shall be required to maintain the confidentiality of all student and staff-related personally identifiable information;
- (c) TCCC and HCC shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under the Agreement;
  - (d) TCCC and HCC shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer data bases which used to process, store, or transmit data provided under the Agreement;
  - (e) TCCC and HCC shall develop and implement procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of the Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data;
  - (f) TCCC and HCC shall develop and implement procedures and systems to process, store, or transmit data provided under the Agreement which ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal laws (HIPAA, FERPA, E-government, etc.) and Texas state laws relating to the privacy rights of students and staff as such laws are applicable to the parties to the Agreement;
  - (g) HCC shall return to TCCC all data or any portions thereof requested by TCCC or, at TCCC's election and subject to proper notice to HCC, HCC shall destroy all or any part of TCCC's data that is within the possession or control of HCC; and
  - (h) HCC shall obtain permission from TCCC prior to publications or disclosure of relevant data, or other uses not outlined in the Agreement.

## **Exhibit D**

### **Early College High School**

Early College High School provides RYSS students a "seamless" pathway from high school to college and career exploration. It also allows high school students to gradually integrate into college course work through a traditional high school degree plan. This integration requires dual enrollment, with students demonstrating mastery of the knowledge and skills on a HCC designated placement test. Upon successful completion of the RYSS standards for graduation, students may elect to leave Early College High School for higher education, or they may choose to remain for an additional year. During this additional year, the student will be enrolled primarily in college credit-bearing courses. Individualized support will be provided by the Early College High School. Students who graduate from Early College High School at the end of this additional year will have not only a Texas Scholar diploma, but also may have accumulated 60 college credits, transferable to a postsecondary institution inside the state of Texas.

**(A) Duties of College. HCC agrees to:**

- (1) Collaborate with TCCC and ECHS officials in participation with the Middle College National Consortium;**
- (2) Collaborate with TCCC and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;**
- (3) Collaborate with TCCC and ECHS officials to fulfill all Texas Education Agency requirements, including to:**
  - (a) Provide academic support (tutoring) from the Institution of Higher Education ("IHE") partner for the more difficult courses such as ECON 2301, and communicate the tutoring services and schedules to the ECHS;**
  - (b) Provide TSI preparation courses to support students in college-readiness efforts;**
  - (c) Have more consistency in the utilization of the Early Alert System to make ECHS aware of failing students;**
  - (d) Provide a synchronized and user friendly academic plan for students, parents, the IHE and the ECHS academic advisory team;**
  - (e) Ensure that the academic plan which leads to the associate's degree is also a pathway to the bachelor's degree;**
  - (f) Permit/ensure ECHS participation in all P-16 meetings;**

- (g) Ensure approved dual credit courses are available to all Early College students on a continual basis as required to meet graduation requirements for both high school and the college;
- (h) Provide academic counseling and guidance for ECHS students by the IHE partner;
- (4) Collaborate with TCCC on the building plans and funding arrangements for the agreed upon shared space by ECHS and HCC;
- (5) Provide routine and normal maintenance to the areas occupied by students, faculty, and staff of ECHS including, but not limited to locks, HVAC, plumbing and custodial services; and
- (6) Schedule to lock or unlock buildings and rooms so that ECHS personnel have appropriate access to campus and staff.

**(B) Duties of High School. TCCC agrees to:**

- (1) Collaborate with HCC and ECHS officials in participation with the Middle College National Consortium;
- (2) Collaborate with HCC and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;
- (3) Collaborate with HCC on the construction plans and funding arrangements for the agreed upon shared space by ECHS and HCC;
- (4) Pay all costs associated with HCC's set up of telephone, electronic mail and other telecommunication equipment and services for use of the ECHS students, faculty and staff;
- (5) Provide its own computer equipment, network and software needs;
- (6) Allow ECHS Principals to participate in all College Executive Team meetings, including the following stipulations:
  - (a) Team should include high level personnel with decision making authority— SSO or High School Chief for ECHS and Dean of Academics or Dean of Student Development for the IHE;
  - (b) All minutes and agendas should be publicly available;
  - (c) Group should meet to revise Partnership Agreement annually to ensure it is working for both entities;
  - (d) All members should have shared responsibility;
- (7) Abide by HCC rules and regulations regarding building use, security, and students' rights and responsibilities; and
- (8) Collaborate with HCC officials on all matters pertaining to student responsibilities, rights, discipline, and insurance, including:

- (a) The ECHS will post IHE grades to the High School transcript in a timely manner so that no course duplication occurs;
- (b) The ECHS will utilize information from the Early Alert System in order to assist students in the class and address the problem/issue which has initiated the alert;
- (c) The ECHS will closely monitor attendance reports to discourage excessive absences and/or skipping IHE classes; and
- (d) ECHS/TCCC personnel will be allowed to have access to PeopleSoft to check status of students.

**(C) Expenses Relating to Use of College Facilities**

**(1) Classrooms, faculty and administrative space:**

- (a) TCCC agrees to reimburse HCC for actual costs of utilities, security, and custodial costs on an actual use basis for the ECHS space;
- (b) ECHS shall furnish its own personal property including office equipment to furnish its space. Personal property shall be portable, and not become a fixture by permanently adhering to the same to the floors, ceiling, walls, or the building;
- (c) TCCC will be responsible for the construction of any expansion of the ECHS space in the future; and

**(2) Shared Space:**

- (a) HCC and TCCC agree to share usage, without cost, of certain rooms, the coordination of which will be the responsibility of RYSS's Assistant Superintendent, College Readiness, or his designee, and HCC's Associate Vice Chancellor of College Readiness. TCCC will have the first right of refusal for coordinated usage; and
- (b) The construction of the HCC building on the site of the ECHS, including the shared space, will be accomplished concurrently with the construction of the ECHS portion of the building.



**The University of Texas Health Science Center-Houston School of Nursing  
PREREQUISITE EQUIVALENCY LIST**

Prerequisite Courses	Semester Hours Required	Lee College	Alvin Community College	Austin Community College	UT-Austin	Sam Houston State University	Blinn College	Texas A & M University	Texas Southern University
Am. Gov.	3	GOVT 2305	GOVT 2305	GOVT 2305	GOV 312L	POL 261	GOVT 2305	POL 206	POL 232
Texas Gov.	3	GOVT 2306	GOVT 2306	GOVT 2306	GOV 310L	POL 231	GOVT 2306	POL 207	POL 231
U. S. History	6	HIST 1301-1302	HIST 1301-1302	HIST 1301-1302	HIS 315K-315L	HIS 163-164	HIST 1301-1302	HIST 105-106	HIST 231-232
Intro to Psych	3	PSYC 2301	PSYC 2301	PSYC 2301	PSY 301	PSY 131	PSYC 2301	PSYC 107	PSY 131
Intro to Soc	3	SOC 1301	SOC 1301	SOC 1301	SOC 302	SOC 131	SOC 1301	SOC 205	SOC 157
Growth & Dev(Lifespan)	3	PSYC 2314	PSYC 2314	PSYC 2314	PSY 333D	PSY 374	PSYC 2314	**see Blinn College	SOCW 345
Statistics	3	PSYC 2317 or MATH 1342	PSYC 2317 or MATH 1342	MATH 1342 or PSYC 2317	PSY 317 or MATH 316	PSYC 387/317 or MTH 169 or STA 169	MATH 1342 or PSYC 2317	STAT 201,302 or PSY 203	PSY 234 or SOC 354 or MATH 231
Anatomy & Physiology Lecture & Lab	8	BIOL 2401-2402	BIOL 2401-2402	BIOL 2304/2101-2305/2102	BIO 446L- BIO 365S/165U	BIO 245-246	BIOL 2401-2402	BIOL 319- 320	BIO 135-136
Microbiology Lecture & Lab	4	BIOL 2421	BIOL 2420	BIOL 2420 or 2421	BIO 326M-226L or 326R-226L	BIO 247	BIOL 2421	BIOL 206	BIOL 246
Chemistry Lecture & Lab	4	CHEM 1405 or 1411	CHEM 1405 or 1411	CHEM 1305/1105 or 1311/1111	CH 301/204	CHM 138/118 or 135/115	CHEM 1405 or 1411	CH 101/111	CH 131-111
Nutrition	3	BIOL 1322	HECO 1322	BIOL 1322 or 1323	NTR 306	FCS 167 or 262	BIOL 1322 or HECO 1322	NUTR 202 or 203	FN 233
English	6	ENGL 1301-1302	ENGL 1301-1302	ENGL 1301-1302	RHE 306 - 309K	ENG 164-165	ENGL 1301-1302	ENGL 104 and 203	ENG 131-132
Intro to Phil	3	PHIL 1301, 2306	PHIL 1301, 2303, or 2306	PHIL 1301, 2303 2306	PHIL 301, 312, 318	PHIL 261, 262, 263 or 362	PHIL 1301, 2303 or 2306	PHIL 111, 251, 240 or 480	PHIL 231
Visual & Performing Arts *	3								
Elective **	5								

**\*Visual and Performing Art: Drama, dance, any type of music or art class.**

**\*\* Elective requirement: Nursing, remedial and physical education courses are not acceptable to fulfill this requirement.**

**This is a guide only. The student is responsible for verifying program requirements**

**The University of Texas Health Science Center-Houston School of Nursing**  
**PREREQUISITE EQUIVALENCY LIST**

Prerequisite Courses	Semester Hours	Houston Community College	Lone Star College System	Wharton County Junior College	San Jacinto Com. College	Prairie View A & M	Univ. of Houston Central	Univ. of Houston Downtown
American Gov.	3	GOVT 2305	GOVT 2305	GOVT 2305	GOVT 2305	POSC 1123	POLS 1337	POLS 2304
Texas Gov.	3	GOVT 2306	GOVT 2306	GOVT 2306	GOVT 2306	POSC 1113	POLS 1336	POLS 2303
U. S. History	6	HIST 1301-1302	HIST 1301-1302	HIST 1301-1302	HIST 1301-1302	HIST 1313-1323	HIS 1377-1378	HIS 1305-1306
Intro to Psych	3	PSYC 2301	PSYC 2301	PSYC 2301	PSYC 2301	PSY 1113	PSYC 1300	PSYC 1303
Intro to Soc	3	SOC 1301	SOC 1301	SOC 1301	SOC 1301	SOCG 1013	SOC 1300	SOC 1303
Growth & Dev (Lifespan)	3	PSYC2314	PSYC 2314	PSYC 2314	PSYC 2314	HDFM 2553	HDFS 2317	PSYC 2310
Statistics	3	PSYC 2317 or MATH 1342	PSYC 2317 or MATH 1342	MATH 1342	PSYC 2317 or MATH 1342	MATH 2003 or PSYC 2613	PSYC 3301 or MATH 2311	STAT 2300 or SOC 3301
Anatomy & Physiology Lecture & Lab	8	BIOL 2401-2402	BIOL 2401-2402	BIOL 2401-2402	BIOL 2401-2402	BIOL 3014-3024	BIO 1334-1134 & 1344-1144	BIOL 1303-1103 & 1304-1104
Microbiology Lecture & Lab	4	BIOL 2420	BIOL 2420 or 2421	BIOL 2420	BIOL 2420 or 2421	BIOL 3034	BIO 1353-1153	MBIO 1305-1105 or MBIO 2305-2105
Chemistry Lecture & Lab	4	CHEM 1405, 1411 or 1413	CHEM 1405 or 1411	CHEM 1405 or 1411	CHEM 1405 or 1411	CHEM 1053-1051	CHEM 1301-1101 or 1331-1111	CHEM 1305-1105 or 1307-1107
Nutrition	3	BIOL 1322	BIOL 1322	BIOL 1322	HECO 1322	HUSC 1343 or HLTH 3013	NUTR 2332	BIOL 2306
English	6	ENGL 1301-1302	ENGL 1301-1302	ENGL 1301-1302	ENGL 1301-1302	ENGL 1123-1133	ENG 1303-1304	ENG 1301-1302
Intro to Phil	3	PHIL 1301, 2303 or 2306	PHIL 1301, 2303 or 2306	PHIL 1301	PHIL 1301, 2303 or 2306	PHIL 2013 or 2023	PHIL 1301, 1305 or 1321	PHIL 1301, 2304 or 2305
Visual & Performing Arts*	3							
Elective**	5							

**\*Visual and Performing Art: Drama, dance, any type of music or art class.**

**\*\* Elective requirement: Nursing, remedial and physical education courses are not acceptable to fulfill this requirement.**

**This is a guide only. The student is responsible for verifying program requirements.**

**The University of Texas Health Science Center-Houston School of Nursing  
PREREQUISITE EQUIVALENCY LIST**

Prerequisite Courses	Semester Hours Required	U of TX- San Antonio	Texas Tech University	U of TX- Arlington	Dallas County Community College	Tarrant County Community College	Houston Baptist University	St. Thomas University	Lamar University
Am. Gov.	3	POL 1013	POLS 1301	POLS 2311	GOVT 2305	GOVT 2305	**See Houston Community College	POSC 2331	POLS 2301
Texas Gov.	3	POL 1133	POLS 2302	POLS 2312	GOVT 2306	GOVT 2306	**See Houston Community College	POSC 2332	POLS 2302
U. S. History	6	HIS 1043-1053	HIST 2300-2301	HIST 1311-1312	HIST 1301-1302	HIST 1301-1302	HIST 2313-2323	HIST 2333-2334	HIST 1301-1302
Intro to Psych	3	PSY 1013	PSY 1300	PSYC 1315	PSYC 2301	PSYC 2301	PSYC 1313	PSYC 1332	PSYC 2301
Intro to Soc	3	SOC 1013	SOC 1301	SOCI 1311	SOCI 1301	SOCI 1301	SOCI 1313	SOCI 1331	SOCI 1301
Growth & Dev(Lifespan)	3	PSY 2503	HDFS 2303	PSYC 3310	PSYC 2314	PSYC 2314	PSYC 3313	PSYC 3339	PSYC 2315
Statistics	3	PSY 2073 or STA 1053	MATH 2300 or PSY 3400	MATH 1308 or PSYC 2443 or STAT 1308	MATH 2342	MATH 1342	PSYC 2301 or MATH 3401	PSYC 3433 or MATH 2330	MATH 1342 or PSYC 2471
Anatomy & Physiology Lecture & Lab	8	BIO 2083/2091-2103/2111	ZOOL 2403-2404	BIOL 2457-2458	BIOL 2401-2402	BIOL 2401/2401L-2402/2402L	BIOL 2404-2414	BIOL 2445-2446	BIOL 2401-2402
Microbiology Lecture & Lab	4	BIO 1053/1061	MBIO 3400	BIOL 2460	BIOL 2421	BIOL 2421/2421L	BIOL 1414	BIOL 3333-3133	BIOL 2420
Chemistry Lecture & Lab	4	CHE 1003/1011 or 1103/1121	CHEM 1305/1105 or 1307/1107	CHEM 1441/1188 or 1451/1188	CHEM 1405 or 1411	CHEM 1405/1405L or 1411/1411L	CHEM 1404 or 2415	CHEM 1341/1141	CHEM 1406 or 1411
Nutrition	3	BIO 2043	NS 1325	BIOL 1301	BIOL 1322	HECO 1322	BIOL 3335	BIOL 2201	FCSC 1322
English	6	WRC 1013-1023	ENGL 1301-1302	ENGL 1301-1302	ENGL 1301-1302	ENGL 1301-1302	ENGL 1320-1330	ENGL 1341-1342	ENGL 1301-1302
Intro to Phil	3	PHI 2013, 2043 or 3213	PHIL 2300, 2310 or 2320	PHIL 2300, 1301 or 1304	PHIL 1301, 2303 or 2306	PHIL 1301, 2303 or 2306	PHIL 1313, 3313 or 4323	PHIL 1311, 2314 or 2333	PHIL 1370, 2303 or 2306
Visual & Performing Arts *	3								
Elective **	5								

**\*Visual and Performing Art: Drama, dance, any type of music or art class.**

**\*\* Elective requirement: Nursing, remedial and physical education courses are not acceptable to fulfill this requirement.**

**This is a guide only. The student is responsible for verifying program requirements**



September 27, 2016

**BEN TAUB HOSPITAL**  
TEL: 713.873.3601  
FAX: 713.873.3608  
CLINIC FAX: 713.873.6634

**LYNDON B. JOHNSON  
HOSPITAL**  
TEL: 713.566.5612  
FAX: 713.566.5610

**TEEN CLINIC (LAWN)**  
TEL: 281.847.9970  
FAX: 281.820.3717

**TEEN CLINIC (CAVALCADE)**  
TEL: 713.673.1655  
FAX: 713.673.1549

**TEEN CLINIC (LEE HIGH)**  
TEL: 713.787.1756  
FAX: 832.432.3773

**TEEN CLINIC (CULLEN)**  
TEL: 713.440.7313  
FAX: 713.440.8358

**TEEN CLINIC (CHAVEZ HIGH)**  
TEL: 713.495.6971  
FAX: 832.519.1799

**TEEN CLINIC (TEJANO)**  
TEL: 713.640.3730  
FAX: 713.635.9148

**TEEN CLINIC (WORTHING)**  
TEL: 281.394.0528  
FAX: 713.429.1537

Catherine O'Brien, AVC – College Readiness  
Houston Community College  
3100 Main Street, 12th Floor  
Mail Code: 1164  
Houston, Texas 77002

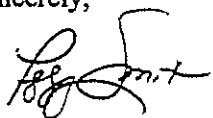
Dear Ms. O'Brien,

On behalf of the Baylor College of Medicine Teen Health Clinics, we are pleased to support your application for the 2016-18 BIOTECHNOLOGY AND LIFE SCIENCES Innovation Academy – The Next Generation of Early College High Schools, sponsored by the Texas Education Agency. This program will allow high school students to earn college credits that results in Associate degrees and lead to Baccalaureate degrees in a short timeframe, while providing applied learning strategies to promote preparation for employment in high-demand occupations. Our Baylor Teen Clinics has collaborated with RYSS EARLY COLLEGE HIGH SCHOOL over the past 4 years. We value our partnership and look forward to leveraging it to help Houston Community College (HCC) prepare youth to prepare for the job market.

The HCC of Early College High Schools programs have done well serving high schools students in the Houston, Spring Branch, Katy, Alief, and Fort Bend Independent School Districts, as well as at private and charter schools. Our Baylor Clinic at Tejano- RYSS Early College High School looks forward to helping HCC enhance its program curriculum by actively serving as a member of the BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy Early College High School Leadership Team and assisting in the development and implementation of industry experiences, that expose students to real-world work activities in high-demand BIOTECHNOLOGY AND LIFE SCIENCES occupations.

Only the combined work of the entire community will ensure that vital employment needs are met in the Gulf Coast Region. We applaud the work you have already done and enthusiastically support your application.

Sincerely,



Peggy B. Smith MA, PhD  
Professor and Director  
Baylor College of Medicine Teen Health Clinics

## **Baylor College of Medicine Program Scope of Services**

**Liaison:** Anne Van Horn as the Community outreach director will serve as the primary liaison: Her contact information is [Ahorn@bcm.edu](mailto:Ahorn@bcm.edu) Dr. Peggy Smith will be the secondary liaison and her contact information is [Peggys@Bcm.edu](mailto:Peggys@Bcm.edu)

**Curriculum development:** the representatives of the clinic along with the project liaisons will meet regularly with the administration of the project to identify the discrete skill sets that would provide direction and readiness skills for employment in the health care profession. These individuals would also suggest a variety of approaches to develop those skills including but not limited to didactic, practicums, internships, industry site visits, etc. to translate components of the curriculum into workplace skill sets. The liaisons at Baylor College of Medicine will also provide evidence-based theories at the appropriate reading level to substantiate and validate the chosen approaches. The steps for various degree plans along with required licenses, credentials, training, etc. will be presented so that participants can be aware of what is necessary to become a health care professional.

**On the job experiences:** As described above, the clinic liaisons have access to a variety of experiences and collaborative arrangements that can expose prospective members of the work force the types of on the job experiences that one can expect in the health care work place. It is possible with the approval of the College that students can shadow various staff members in non HIPAA protected activities to experience the type of situations that the required skill sets would address. The clinic has established relationships with other agencies across the County that would also foster relevant work place experiences.

**Industry experience at Baylor College of Medicine:** The Teen Health Clinics are under the aegis of Baylor College of Medicine one of the top ranked medical schools in the country. In addition to the training of physicians, it also is the site of a mid-level provider training program, a program to train allied health professionals and a College of Tropical Medicine. These activities provide robust avenues for students to explore a broad variety of health experiences. In addition, the College is home to a strong NIH bench scientist initiative where students can receive exposure to the newest developments in medicine such as research involving the Zika virus, the role of the microbiome in cancer prevention and the associated new technology related to findings using 'big data'.

**carolyn.greene**

---

**From:** Blanca Saldana <saldanab@tejanocenter.org>  
**Sent:** Friday, October 28, 2016 8:28 PM  
**To:** carolyn.greene; scott.godley; lisa.smith  
**Subject:** Fwd: In Kind participation

Sent from my iPhone

Begin forwarded message:

**From:** "Smith, Peggy B" <peggys@bcm.edu>  
**Date:** October 28, 2016 at 7:31:33 PM CDT  
**To:** Blanca Saldana <saldanab@tejanocenter.org>  
**Cc:** "Smith, Peggy B" <peggys@bcm.edu>  
**Subject:** In Kind participation

To document our support of this project, Baylor College Teen Clinic has committed to providing \$53,820 of in-kind support to cover the costs associated with providing relevant and frequent industry experiences for the students.

***Peggy B. Smith, MA, Ph.D.***

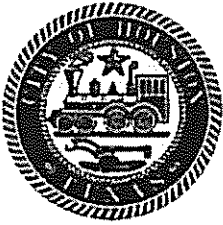
*Professor & Director*

*Teen Health Clinic*

*Baylor College of Medicine*

*Phone (713) 873-3603*

*Fax (713) 873-3608*



# CITY OF HOUSTON

Houston Health Department

**Sylvester Turner**

Mayor

Stephen L. Williams, MEd., MPA  
Director  
Houston Health Department  
8000 N. Stadium Drive  
Houston, Texas 77054-1823

T. 832-393-5189  
F. 832-393-5259  
[www.houston.tx.gov](http://www.houston.tx.gov)  
[www.houstonhealth.org](http://www.houstonhealth.org)

October 18, 2016

Catherine O'Brien, AVC – College Readiness  
Houston Community College  
3100 Main Street, 12th Floor  
Mail Code: 1164  
Houston, Texas 77002


Dear Ms. O'Brien,

On behalf of City of Houston Health Department, we are pleased to support your application for the 2016-18 Biotechnology and Life Science Innovation Academy -- The Next Generation of Early College High Schools, sponsored by the Texas Education Agency. This program will allow high school students to earn college credits that results in Associate degrees and lead to Baccalaureate degrees in a short timeframe, while providing applied learning strategies to promote preparation for employment in high-demand occupations. The City of Houston has collaborated with Raul Yzaguirre School for Success over the past 5 years, through the City of Houston's Summer Jobs Program. We value our partnership and look forward to leveraging it to help Houston Community College (HCC) prepare youth to prepare for the job market.

The HCC of Early College High Schools programs have done well serving high schools students in the Houston, Spring Branch, Katy, Alief, and Fort Bend Independent School Districts, as well as at private and charter schools. The City of Houston looks forward to helping HCC enhance its program curriculum by actively serving as a member of the Innovative Academy Early College High School Leadership Team and assisting in the development and implementation of industry experiences, that expose students to real-world work activities in high-demand Biotechnology and Life Science occupations.

Only the combined work of the entire community will ensure that vital employment needs are met in the Gulf Coast Region. We applaud the work you have already done and enthusiastically support your application.

Sincerely,

  
Stephen L. Williams, MEd, MPA  
Director

SLW/smv

## City of Houston Health Department Program Scope of Services

**Liaison:** Kimberly Williams, Adolescent Health Division Manager, will serve as the primary liaison: Her contact information is [Kimberly.williams@houstontx.gov](mailto:Kimberly.williams@houstontx.gov) ; Kristi Rangel will be the secondary liaison and her contact information is [Kristi.rangel@houstontx.gov](mailto:Kristi.rangel@houstontx.gov)

**Curriculum development:** the representatives of the divisions in the Houston Health Department along with the project liaisons will meet regularly with the administration of the project to identify the discrete skill sets that would provide direction and readiness skills for employment in the health care profession. These individuals would also suggest a variety of approaches to develop those skills including but not limited to didactic, practicums, internships, industry site visits, etc. to translate components of the curriculum into workplace skill sets. The liaisons at the Houston Health Department will also provide evidence-based theories at the appropriate reading level to substantiate and validate the chosen approaches. The steps for various degree plans along with required licenses, credentials, training, etc. will be presented so that participants can be aware of what is necessary to become a health care professional.

**On the job experiences:** The City of Houston Health Department is the 4<sup>th</sup> largest health department in the nation. It's work with local and national organizations that provides resources for community outreach and research opportunities for students to gain valuable experience in community settings. Students will be integrated into our existing research activities and participate as active members of our research team. They will be assigned tasks to complete independently and report back on the status during weekly team meetings.

**Industry experience at the City of Houston Health Department:** We welcome the opportunity to provide internships for 10-12 graders. We will prioritize spring placements for 12th graders so that they are able to build skills prior to graduating. Placements for 10th and 11th graders will occur during the summer. Below, please find a sample training plan for students:

Public Health Planning, Monitoring and Policy Development	Health and Clinic Services
Epidemiology	TB Control
Community Health Statistics	HIV/STD Viral Hepatitis Prevention
Staff Training and Development	Family Planning/Maternity
Health Planning	Immunization Clinics
Process Improvements/Process Management	Dental Services
Public Health Practice	Health Administration
Environmental Health Services	Community Support
The Bureau of Air Quality Control	
Consumer Health Services	Employee Wellness
Lead-Based Paint Program	Human Resources
Occupational Health	Information Technology

**carolyn.greene**

---

**From:** Blanca Saldana <saldanab@tejanocenter.org>  
**Sent:** Monday, October 31, 2016 2:58 PM  
**To:** carolyn.greene; scott.godley; lisa.smith  
**Subject:** FW: Inkind verification

**Importance:** High

In-kind verification from City of Houston Health Department. See below

Blanca Nelly

**Blanca Nelly Saldaña**  
**Director, Family and Community Engagement**  
**TCCC-Raul Yzaguirre School for Success Charter**



improving opportunity.  
empowering our community.

2950 Broadway Street  
Houston, TX 77017

713.640.3700 Tel.  
713.640.3790 Direct  
713.645.0430 Fax

[TejanoCenter.org](http://TejanoCenter.org)

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**From:** Rangel, Kristi - HHD [<mailto:Kristi.Rangel@houstontx.gov>]  
**Sent:** Monday, October 31, 2016 2:59 PM  
**To:** Blanca Saldana <[saldanab@tejanocenter.org](mailto:saldanab@tejanocenter.org)>

**Cc:** Pinnock, Noel - HHD <[Noel.Pinnock@houstontx.gov](mailto:Noel.Pinnock@houstontx.gov)>

**Subject:** RE: Inkind verification

To document our support of this project, City of Houston Health Department has committed to providing \$28,450 of in-kind support to cover the costs associated with providing relevant and frequent industry experiences for the students.

Sincerely,  
Kristi Rangel

Sent from my Verizon 4G LTE smartphone

IN-KIND DONATION CALCULATOR / City Of Houston Health Dept.				
SALARIES	TITLE	ANNUAL SALARY	% OF TIME ON GRANT	IN-KIND SALARY
	A.			
	B.			
	C.			
	D.			
	E.			
TOTAL SALARIES				\$0
FRINGE BENEFITS	TITLE	ANNUAL FRINGE	% OF TIME ON GRANT	IN-KIND FRINGE
	A.			
	B.			
	C.			
	D.			
	E.			
TOTAL FRINGE BENEFITS				\$0
TRAVEL				
SUPPLIES				
	A. Binders			\$250
	B. Writing Supplies			\$150
	C. Printing Paper			\$300
	D. Printer Ink Cartiage			\$250
	E.			
TOTAL SUPPLIES				\$950
EQUIPMENT				
Computers and accessories				\$7,500
Work Space at Site				\$10,000
TOTAL EQUIPMENT				\$17,500
FACILITIES USAGE				
OTHER Training Curriculum and On-line Certifaction				\$10,000
TOTAL IN KIND DONATION				\$28,450



**Making Cancer History\***

September 28, 2016

Catherine O'Brien, AVC – College Readiness  
Houston Community College  
3100 Main Street, 12th Floor  
Mail Code: 1164  
Houston, Texas 77002

Dear Ms. O'Brien,

On behalf of the Center for Community-Engaged Translational Research (CCETR) at the University of Texas MD Anderson Cancer Center, we are pleased to support your application for the 2016-18 BIOTECHNOLOGY AND LIFE SCIENCES Innovation Academy – The Next Generation of Early College High Schools, sponsored by the Texas Education Agency. I am excited your program will allow high school students to earn college credits that results in Associate degrees and lead to Baccalaureate degrees in a short timeframe, while providing applied learning strategies to promote preparation for employment in high-demand occupations.

The Center for Community-Engaged Translational Research (CCETR) facilitates research development and implementation between MD Anderson's investigators and diverse communities. Since it began operations in 2010, CCETR has demonstrated successful leadership in community-academic research collaborations that advance cancer prevention, control, and treatment in real-world public health and clinical practice settings. CCETR maintains relationships with over 30 local and national organizations, providing resources for community outreach and opportunities for students to gain valuable experience in community settings. Additionally, we have successfully trained and mentored over 45 high school, undergraduate and graduate students – almost all of them racial/ethnic minorities.

CCETR looks forward to collaborating with RYSS Early College High School to provide students with the opportunity to gain broad based skills and insight regarding health disparities research through hands on research experiences and mentorship from trained research staff. Students will also have an opportunity to work on cancer prevention outreach and education activities in a variety of community settings, such as churches and schools, with minority and underserved populations in Houston. We are looking forward to helping HCC enhance its program curriculum by actively serving as a member of the BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy Early College High School Leadership Team and assisting in the development and implementation of industry experiences, that expose students to real-world work activities in high-demand BIOTECHNOLOGY AND LIFE SCIENCES occupations. To document support of this project, MD Anderson Cancer Center has committed to providing \$6,184 of in-kind support to cover personnel costs associated with providing relevant and frequent industry experiences for the students. We strongly agree that partnerships such as this one may have a great impact on preparing students for the workforce.

We look forward to working with you on this important project and enthusiastically support your application.

Sincerely,



Lorna McNeill, PhD, MPH  
Director, CCETR

**CARING • INTEGRITY • DISCOVERY**  
DEPARTMENT OF HEALTH DISPARITIES RESEARCH  
UNIT 1440 • 1400 PRESSLER STREET • HOUSTON, TEXAS 77030

*A Comprehensive Cancer Center designated by the National Cancer Institute  
located in the Texas Medical Center*

## MD Anderson (MDA) Cancer Center Program Scope of Services

**Liaison:** Crystal Roberson, MPH - Program Manager – Department of Health Disparities Research  
[croberson@mdanderson.org/713-794-1074](mailto:croberson@mdanderson.org/713-794-1074)

**Curriculum development:** Over the past 6 years we have provided mentored research experiences to over 50 students (high school, undergraduate and graduate level) in cancer prevention research. Our placements typically focus on three areas of development: 1) developing research skills in community based settings, 2) increasing knowledge of health disparities, cancer prevention and minority recruitment into clinical trials, 3) and professional development. Through our mentored research experiences, students are exposed to career options in cancer prevention research, public health, and health education. Summer internships are typically 8 weeks in length (40 hours per week) and internships during the spring and fall are offered for up to 16 weeks (20 hours per week). All students will be engaged in mentored research projects, which will increase their skills and knowledge in conducting cancer prevention research in community settings.

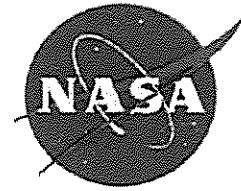
**On the job experiences:** CCETR maintains relationships with over 30 local and national organizations, providing resources for community outreach and research opportunities for students to gain valuable experience in community settings. Students will be integrated into our existing research activities and participate as active members of our research team. They will be assigned tasks to complete independently and report back on the status during weekly team meetings. Trainees placed at our site will have access to our institutional resources and be invited to attend departmental meetings and institutional activities, such as grand rounds and workshops for trainees, so that they received a broad and diverse view of the field of cancer prevention research.

**Industry experience at Baylor College of Medicine:** We welcome the opportunity to provide internships for 10-12 graders. We will prioritize fall and spring placements for 12th graders so that they are able to build skills prior to graduating. Placements for 10th and 11th graders will occur during the summer. Below, please find a sample training plan for students.

Fall/Spring/Summer	
1:1/group mentoring	Mentored research projects Project meetings (weekly) Supervision meetings (weekly) Resume review/mock interviews
Lecture series	Principles of CBPR Study Documentation Clinical Trials 101 Minority and Women Clinical Trials Recruitment Cultural Competence Using Outlook Workplace Etiquette Customer service
Online trainings	Human Subjects Protections Time management

National Aeronautics and  
Space Administration

Lyndon B. Johnson Space Center  
2101 NASA Parkway  
Houston, Texas 77058-3696



October 21, 2016

Catherine O'Brien, AVC – College Readiness  
Houston Community College  
3100 Main Street, 12th Floor  
Mail Code: 1164  
Houston, Texas 77002

Dear Ms. O'Brien,

On behalf of the National Aeronautics and Space Administration (NASA) through the NASA Johnson Space Center's (JSC) Hispanic Employee Resource Group (HERG), we are pleased to support your application for the 2016-18 BIOTECHNOLOGY AND LIFE SCIENCES Innovation Academy – The Next Generation of Early College High Schools, sponsored by the Texas Education Agency. This program will allow high school students to earn college credits that results in Associate degrees and lead to Baccalaureate degrees in a short timeframe, while providing applied learning strategies to promote preparation for employment in high-demand occupations.

The NASA JSC HERG has been introduced to the Raul Yzaguirre School for Success (RYSS) through the White House Initiative on Education Excellence for Hispanics (WHIEEH) and we look forward to a partnership to help Houston Community College (HCC) prepare youth to prepare for the job market.

I currently serve as the current director and chair of the NASA Johnson Space Center's Hispanic Employee Resource Group (HERG). Our HERG organization champions strategic partnerships with educational institutions interested in collaborating with NASA. The NASA JSC HERG would support this partnership through the **NASA Student Training and Leadership Development Program**, and internship shadowing program for students. Students would be given the opportunity to broaden their knowledge about careers in Science, Technology, Engineering, and Math (STEM) and increase their leadership skills. Because NASA JSC is specifically focused on Human Spaceflight, an internship shadowing opportunity at NASA JSC would be a valuable developmental opportunity for students in the technologies related to Biomedical Engineering and Human Health and Performance (HHP). These disciplines are vital in maintaining the health of our astronauts on short or long-duration missions. This program will also enable participants to gain new perspectives in the broader fields of STEM, and at the same time, will benefit NASA by helping build a future skilled and effective workforce in STEM. The

NASA JSC HERG will provide mentors for students for the duration of the internship shadowing opportunity. The **NASA Student Training and Leadership Development Program** would provide students an opportunity to leverage NASA's professional community's expertise and fuel the next generation of STEM professionals which encourages emerging markets not just in aerospace but in all STEM fields.

The HCC of Early College High Schools programs have done well serving high schools students in the Houston, Spring Branch, Katy, Alief, and Fort Bend Independent School Districts, as well as at private and charter schools. The NASA JSC HERG looks forward to helping HCC enhance its program curriculum by actively serving as a member of the BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy Early College High School Leadership Team and assisting in the development and implementation of industry experiences, that expose students to real-world work activities in high-demand BIOTECHNOLOGY AND LIFE SCIENCES occupations.

Only the combined work of the entire community will ensure that vital employment needs are met in the Gulf Coast Region. We applaud the work you have already done and enthusiastically support your application.

If you have any question or concerns, feel free to contact me at [alma.s.tapia@nasa.gov](mailto:alma.s.tapia@nasa.gov).

Regards,



Alma Stephanie Tapia  
Hispanic Employee Resource Group – Chair  
NASA Johnson Space Center  
[Alma.s.tapia@nasa.gov](mailto:Alma.s.tapia@nasa.gov)  
(281) 244-0162



## **NASA Space Center Program Scope of Services**

**Describe how the partner(s) will commit to serve as an active member of the BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy ECHS Leadership Team.**

Alma Stephanie Tapia, NASA JSC HERG Chair will serve on the Advisory Committee that meet once a month (or by conference call) to help ensure that the objectives of the grant are running smoothly.

**Who will be the Liaison for RYSS to contact in case of questions or concerns during the grant period?**

Alma Stephanie Tapia and Lilibeth Mata  
NASA JSC HERG Chair and Co-Chair

**Describe how the partner(s) will actively participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.**

Support partnership through the NASA Student Training and Leadership Development Program, and internship shadowing program for students. Students would be given the opportunity to broaden their knowledge about careers in Science, Technology, Engineering, and Math (STEM) and increase their leadership skills. This program will also enable participants to gain new perspectives in the broader fields of STEM, and at the same time, will benefit NASA by helping build a future skilled and effective workforce in STEM. The NASA Student Training and Leadership Development Program would provide students an opportunity to leverage NASA's professional community's expertise and fuel the next generation of STEM professionals which encourages emerging markets not just in aerospace but in all STEM fields.

**Describe how the partner(s) will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).**

Because NASA JSC is specifically focused on Human Spaceflight, an internship shadowing opportunity at NASA JSC would be a valuable developmental opportunity for students in the technologies related to Biomedical Engineering and Human Health and Performance (HHP). The HERG has formally agreed to support all logistics and execution of the partnership program. The NASA JSC HERG will provide mentors for students for the duration of the internship shadowing opportunity.

**Provide a detailed plan that describes the industry experiences that will be made available to all BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school.**

Students mid educational levels could participate in NASA Student Training and Leadership Development Program and then do formal reporting and presentation to younger students for them to also learn peer to peer and prepare for future opportunities. This could be done in the form of a friendly student competition. The Intern Tournament would be a competition emphasizing the value of participation in pre-professional experiences like internships and research experiences. The competition, could be organized as a student-driven lecture series, bringing together recent interns to present on their pre-professional experience and serve as mentors to other students seeking advice on how to prepare and be selected for similar experiences.

This forum fosters a culture emphasizing the importance of pre-professional experiences in a student's academic, personal, and professional development. The peer-to-peer format of the Intern Tournament also lends to the credibility of the message that pre-professional experiences, when combined with the traditional education, can dramatically enhance an individual's success in a STEM career.

#### For Students

- Develops soft skills that are critical for success within the global workplace
- Exposes students to opportunities they previously may have not considered
- Mentors students on how to prepare and be selected for internships
- Offers a credible source of information on individual employers
- Allows individuals to step beyond the role of a traditional student into teacher role

Each presenter could deliver an oral presentation that responds to three “key questions”.

- Preparation: What skills and competencies enabled selection for a pre-professional experience?
- Execution: What types of projects and learning were you able to achieve through your participation in a pre-professional experience?
- Development: How will your participation in a pre-professional experience support your long term career goals?

Each presentation could be scored according to how well the presenter responds to these three key questions. In responding, the presenter must also address four “core beliefs” in their presentation as they respond to the three “key questions”. These core beliefs are foundational for any student seeking to participate in a pre-professional experience.

- Academic Excellence: Students can discuss challenging projects to showcase their knowledge and analytical skills.
- Community Engagement: Students must utilize their knowledge and skills for the betterment of their community, their country, and all humankind.
- Leadership Skill: Students must participate in activities to develop the professional and interpersonal skills which will make them leaders.
- Technical Innovation: Students must apply their technical and interpersonal skills to solve real-life technical challenges and fuel the country’s innovation engine.

Each presenter could deliver their oral presentation during a qualifier round of 15 minutes; there will be up to 5 additional minutes for Q&A from the judges and audience. The presentation with the highest score from each qualifier round will advance to the finalist round the next day. At the end of qualifier round, the presenter that is advancing to the finalist round will be announced.

carolyn.greene

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**From:** Blanca Saldana <saldanab@tejanocenter.org>  
**Sent:** Friday, October 21, 2016 5:02 PM  
**To:** scott.godley; carolyn.greene; lisa.smith; patricia.saunders; Adriana Tamez; Alma Silva; Sagrario Salcedo  
**Subject:** NASA In-Kind Match  
**Attachments:** image001.jpg; image002.png; image003.jpg; image004.png; image005.jpg; image006.jpg; image007.png; image008.jpg; image008.jpg

Hello Everyone,

Scott and Carolyn,

Ms Tapia has added in-kind Match estimate per week in Bold below. She asked that you calculate totals based on number of weeks of internship to total match.

I now can have a wonderful weekend!!

Blanca Nelly Saldana

Begin forwarded message:

**From:** "Tapia, Alma S. (JSC-ES411)" <alma.s.tapia@nasa.gov>  
**Date:** October 21, 2016 at 4:44:44 PM CDT  
**To:** Blanca Saldana <saldanab@tejanocenter.org>  
**Subject:** Re: RYSS Industry Innovation Grant/Helpful Notes

**See responses in bold below:**

Below are few questions that we have to submit in regards to our partners and helpful notes; I know you will be working on the scope.

Describe how the partner(s) will commit to serve as an active member of the BIOTECHNOLOGY AND LIFE SCIENCES Innovative Academy ECHS Leadership Team.

Advisory Committee will meet once a month (or by conference call) to help ensure that the objectives of the grant are running smoothly.

Describe how the partner(s) will provide cash or in-kind contributions equal to 20-25% of the total grant award.

We are applying for  $\$400,000 \times 20\% = \$80,000$  in total from in-kind match from partners.

**Rough order of magnitude estimates per week or 20 students**

• Some **examples** of in-kind donations that can be used are:

Salaries – an industry partner that has staff working with the ECHS program (or serving on the Leadership Team) can list a portion of their salaries;

**\$14,320 in salaries per week/20 students**

Fringe Benefits – the applicable portion of the fringe benefits associated with any donated salary;

Travel – any travel between the ECHS program site and the industry partner site;

**\$1000 per week**

Supplies – used by ECHS program students both on-site at the high school or the industry partner’s location;

Equipment – used by ECHS program students both on-site at the high school or the industry partner’s location;

Facilities Usage – space used for ECHS program events at the industry partner’s location;

**\$10,000 per week/20 students**

Other – any software, fees or special licensing that the industry partner must pay or obtain in order to provide access to students;

Describe how the partner(s) will ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.

Who will be the Liaison for RYSS to contact in case of questions or concerns during the grant period?

Name, Position Title

**Alma Stephanie Tapia and Lilibeth Mata**

**NASA JSC HERG Chair and Co-Chair**

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**From:** Blanca Saldana <[saldanab@tejanocenter.org](mailto:saldanab@tejanocenter.org)>

**Date:** Friday, October 21, 2016 at 4:24 PM

**To:** Alma Tapia <[alma.s.tapia@nasa.gov](mailto:alma.s.tapia@nasa.gov)>

**Subject:** RE: RYSS Industry Innovation Grant/Helpful Notes

Beautiful!!! I wish I was a student...what my life would be like now???